

# Technology Installation Project Application

FY 1998/99

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## Introduction

The Digital High School Education Technology Grant Program, authorized by Assembly Bill 64 (Chapter 326, Statutes of 1997) was passed by the California Legislature and signed by Governor Wilson on August 19, 1997. As specified in this new legislation, "It is the intent of the Legislature that all high schools in the state become 'digital high schools' by the end of the first year of the 21st century and that these schools fully integrate computers, networks, training, and software to achieve computer literacy in all pupils and faculty and to improve academic achievement."

The legislation further emphasizes the importance of staff development: "The Legislature finds and declares that an essential element in creating Digital High Schools is staff training. Therefore, it is the intent of the Legislature to provide funding for both initial and continuing teacher training to provide teachers with knowledge and skills they need to integrate technology into the curriculum and to adapt it to instructional strategies."

To implement the first year of this new program, \$100 million was available. An additional \$136 million is available in the second year. Grants for Technology Installation Projects will be provided to schools selected by random drawing at \$300 per student, or at specified minimum grant levels for small schools and alternative programs with fewer than 201 students. These grants require a local match not less than the amount of the grant unless the match is modified or waived by the State Board of Education. Commencing in the second fiscal year following the year in which a high school receives a Technology Installation Project grant (FY 2000/2001), and upon certification of completion of the Technology Installation project, schools will receive annual Technology Support and Staff Training grants to be funded at \$45 per student contingent upon Budget Act appropriation and the local match requirement.

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## Program Objectives

The legislation specifies the following objectives (Education Code §52252):

1. To provide all high school pupils with basic computer skills including, but not limited to, the ability to utilize electronic mail, word processing programs, electronic publishing software, spread sheet programs, courseware and related software, and Internet search and retrieval tools;
2. To improve pupil achievement in all academic subjects;
3. To increase collaboration among high schools, private industry, post-secondary education institutions, and community organizations.

## Participation Criteria

As part of the Digital High School application process, governing boards of participating schools must agree to meet the following program criteria, as approved by the California State Board of Education:

1. Provide a local match that is not less than the amount of the grant (EC§52253(a)). See Appendix A for more information regarding the local match requirement.
2. Provide certification that “a majority of the certificated staff of the high school indicate their support for participation in the program established by this chapter (EC § 52255(g)).
3. Provide assurance that, no later than the completion of the Technology Installation Project, the following will have been accomplished:
  - a. Every classroom teacher and library media teacher will have connections in their primary teaching area to instructional applications and Internet resources, using appropriate hardware and software, in every instructional classroom including the school library media center;

- b. Every student will have access to instructional applications and Internet connections, using appropriate hardware and software, in every instructional classroom including the school library media center;
      - Through access to these tools, teachers and students should give emphasis to use of appropriate technology and information resources integral to core curriculum content areas.
      - Access should also ensure that students develop essential technology literacy skills as specified in the objectives.
    - c. Services will be provided to staff and students of any continuation high school or alternative program that is included as a part of the comprehensive high school’s project application on an equitable basis.
4. Provide assurance that the school’s project application addresses:
  - a. staff development;
  - b. ongoing technical support services;
  - c. the integration of technology applications and tools into the core curriculum consistent with the curriculum master plan (i.e. WASC, SIP, or FOL plan); and
  - d. the services to be provided to staff and students of any continuation high school or alternative program that is included as a part of the comprehensive high school’s project application.
5. Provide assurance that the school district has adopted a policy regarding access by pupils to Internet and on-line sites (EC § 51870.5)
6. Provide assurance that the grant recipient will provide the data from the State Testing and Reporting System (STAR) test for the 1998-99 fiscal year, and each subsequent fiscal year thereafter, administered in accordance with Article 4 (commencing with 60640) of Chapter 5 of Part 33 of the Education Code and the regulations implementing the STAR Program for

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purposes of the evaluation required by Education Code § 52266.

7. Provide assurance that baseline data collection and subsequent progress reporting required by CDE will be completed.

### Planning and Application Development: Resources and Technical Assistance

It is the intent of the California State Board of Education, the Education Technology Advisory Committee, and the California Department of Education that every school will successfully complete its application for a Technology Installation Project. As specified in the legislation, all schools that have been selected in the random drawing will have the opportunity to participate in planning and technical assistance services designed to assist them in developing their project applications. These services will be coordinated by the California Technology Assistance Project (CTAP) (EC § 52254(e)).

All participants are encouraged to obtain assistance from CTAP in preparing their project applications. Schools will have the opportunity to receive in-depth information related to the project application and to request technical assistance throughout the implementation of their project. The Digital High School Resources Directory, which includes a listing of CTAP regional coordinators and additional information regarding a variety of technical assistance and Internet services being offered by CTAP and other organizations, is included in Appendix H. The Directory will be updated periodically and posted on the CTAP Internet Web site: <<http://ctap.k12.ca.us>> .

Many members of the business and industry community in California are interested in either donating services or providing discounts to schools participating in the Digital High School program. CTAP will work in collaboration with Computer-Using Educators, Inc. (CUE), the California School Library Association (CSLA), and statewide business organizations to encourage this kind of support. CUE and CSLA will develop and disseminate information regarding these services, discounts, and

other kinds of possible support. Specific areas of the CUE and CSLA Web sites will be maintained for this purpose. These sites can be located at the following Internet addresses:

CUE: <<http://www.cue.org>>

CSLA: <<http://www.schoollibrary.org>>

### Glossary of Terms

A glossary that provides definitions of terms used throughout this Technology Installation Project Application packet is included in Appendix C.

### Application Submission and Approval Process

The legislation specifies that each school selected to be eligible for funding shall develop a project application (EC §52255(g)). As noted in the Participation Criteria section above, the governing board of the school district or county office of education shall certify its commitment to meeting program requirements (EC§52255(c)).

Specific deadlines regarding the submission of project applications are included in Appendix F. It is the intent of the legislation that during the submission and review process to the California Technology Assistance Project (CTAP), each school will have the opportunity to revise its application in order for the application to be subsequently recommended by the Education Technology Advisory Committee (ETAC) and approved by the California State Board of Education (SBE).

The legislation specifies that CTAP shall “review and comment” on the applications submitted by the schools in their respective regions (EC § 52255 (g)). Following this process, which shall be completed within 30 days following CTAP’s receipt of the application, the application, with changes based on the comments of the regional consortia, shall be submitted to ETAC. ETAC shall complete its review and make a recommendation to the SBE on whether to fund the application, within 30 days. In the case of

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any application not being recommended for funding, the school may withdraw its application and work further with CTAP to revise and resubmit its application.

In order to expedite this approval of project applications, application review cycles were established so that the review process can be completed in the shortest possible amount of time. Schools will have four dates for submitting their applications which will result in timely review and recommendation for approval by the California State Board of Education at its regularly scheduled meetings. (See Appendix F for submission schedule.) These are the only submission opportunities that will be provided in 1998-99. Failure to have an approved application by the deadlines noted will result in a school losing its status as a selected Digital High School for 1998-99, and becoming eligible to compete in the next statewide random drawing for 1999-2000. Schools are expected to work closely with their regional CTAP staff in developing their application. Experience from the first year of the program indicates that schools which sought assistance from CTAP were more successful in developing approvable plans.

The Evaluation Rubric (see Appendix G) will be used in the review process. Schools are encouraged to use this rubric as a checklist to ensure that all elements of their project plan meet the standards for a successful application and implementation of their plan.

The review and approval process has three distinct steps:

1. **Submission to CTAP.** The original and seven copies of the application shall be submitted to CTAP for review. Following its review, comments will be returned to the local education agency. Schools will work with CTAP in revising their application until all aspects of the application meet the standards presented in the Evaluation Rubric in Appendix G.
2. **Submission to ETAC.** After all aspects of the application meet the standards presented in the Evaluation Rubric, the original and five copies of the application, with any revisions based on the

comments of the regional consortia, shall be submitted by CTAP to the California Department of Education for review by the ETAC.

3. **Approval by the California State Board of Education (SBE).** Following its review, the ETAC will make a recommendation to the SBE on whether to fund the application. At its regularly scheduled meeting, the SBE shall make final determination that a school's application ... shall be funded (EC §52255(h)(2)).

## Application Forms

The project application forms are included in Appendix I. All application materials shall be submitted in a single packet. However, do not use binders for your applications; flat folders that are clearly labeled with the school and district name are preferred. The original of the application should not be bound in any manner. A checklist for your application is included in Appendix I.

## Project Application

The project application is not intended to include every aspect of the school's curriculum master plan (i.e. WASC, SIP, or FOL planning documents) only those components, including staff training, that address provisions related to the Digital High School Technology Installation Project.

It is likely that several projects will involve a combination of a comprehensive high school and a smaller continuation school or an alternative program or both. For these multi-school projects, each section of the project application shall clearly address the needs of students and staff and the proposed program for each participating school. The application should refer to all sites impacted throughout the project application; any portions specific to only one site should indicate the singular reference. All references in these instructions to "school" should be regarded in the plural for such multi-school projects. In the case of independent

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programs such as alternative, special education, juvenile hall, or opportunity programs the reference to “school” should be regarded as meaning “program.”

### Required Format

All project applications not meeting the required format will be returned by CTAP for revision. The format requirements are:

- The project application will include four major sections, which are described below. The application will be written section by section with corresponding numbering (i.e., I, IIA, 2a, etc.) and headings identifying each subsection.
- The project application will be no more than 15 pages, including appropriate charts and graphs, but excluding all forms, the local board minutes, and the two-page Abstract.
- The pages of the narrative section will be numbered sequentially. The Abstract, which precedes the narrative section, will be paginated using small Roman numerals (i.e., i, ii).
- The project application will be prepared using at least 12-point type and appropriate margins for narrative sections. Only 8 ½ “ X 11” paper can be used.
- Suitable charts, graphs, and tables are encouraged within the 15 pages in order to succinctly and clearly present information.
- No appendices are allowed. If any are submitted, they will be discarded and not read.
- All materials must be submitted in print format. A diskette containing only the completed application and forms must also be provided. Any format for the diskette is acceptable. DO NOT submit videotapes or any other electronic materials with this application packet. They will not be reviewed or returned.
- The original application must be unbound and unstapled. Copies may be bound if desired but no binders, only flat folders, may be used.

- The application packet will be presented in the following order:

- ✓ Application Cover Form DHS98-21
- ✓ Abstract
- ✓ Project Narrative
- ✓ Assurances Form DHS98-22
- ✓ Budget Forms DHS98-23A, DHS98-23B, DHS98-23C
- ✓ Technology Inventory Form DHS98-24
- ✓ Project Implementation Timeline Form DHS98-25
- ✓ Governing Board Certification Form DHS98-26
- ✓ Minutes on certificated staff support

### Instructions for Completing the Application

All application forms are included in Appendix I. The application and forms can be found on the California Department of Education’s Web site in PDF format. The specific location and pertinent information is in Appendix I.

#### 1. Application Cover Form DHS98-21

Complete each section of the cover form as indicated. The county-district-school (CDS) code for the school or program may be obtained from the LEA’s business office or the California Public School Directory. If the application includes more than one site, indicate the smaller sites’ information in the boxes labeled “2, 3, or 4.” If more than four sites are addressed in the application, check the box labeled “More than four sites.”

**Note:** There will be a starting date and an ending date for each school’s Technology Installation Project. The starting date will be the date of the California State Board of Education’s approval of the application and the ending date will be the date by which the funds must be expended by law. However, the projected

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completion date may be sooner if the application's project timeline so indicates. Please note that the annual funding for ongoing Technology Support and Staff Training (TSST) Grants for schools selected in 1998-99 (at \$45 per enrolled student, plus an equal amount of local match funds) will begin in FY 2000/2001. Therefore, the earliest timeline for making funds available for TSST grants will not occur until the approval of the Annual State Budget in the summer 2000. An earlier projected completion date for the Technology Installation Project will NOT result in earlier funding of these continuing TSST grants.

## **2. Assurances Form DHS98-22**

The certification block must be signed by an authorized agent of the school district, county office of education, or charter school as appropriate. Local governing board approval of submission of the application is a locally-determined matter. Each local agency should follow its own local policies regarding applications of this nature. In some instances, the local board may need to approve the application and, in other instances, the Superintendent or other agency employee may have that authority.

## **3. Budget Forms**

Three budget forms must be completed for the project. All totals must reconcile across budget forms. For example, the total for local match resources must be the same on Budget Forms DHS98-23A and DHS98-23C.

### **Budget Form DHS98-23A**

Provide a line-item budget (including both one-time and recurring costs). Refer to the California School Accounting Manual (CSAM) for the range of expenditures covered by each expenditure category or contact your Business Office. The budget form has appropriate columns to indicate the portion of each line item that will be supported by state Digital High School funds and by local match resources. Areas blocked out on this form are not allowed

to be counted toward the local match requirement. These line items include certificated personnel salaries (1000-1999), classified personnel salaries (2000-2999), employee benefits (3000-3999), and indirect costs.

Software purchases fall into different expenditure categories based on various characteristics. CDE is in the process of developing capitalization guidelines regarding technology, both instructional and administrative, that will be included in future editions of CSAM. In general, single unit instructional software for use by students will be categorized as supplies. A purchase for a major system, however, will be a capital expense. This would include network software licensed for multiple users within a classroom, throughout a school site, or provided from an off site source.

**Local Match Funds.** The amount of local match funds for a specific program component does not have to equal the corresponding amount of Digital High School funds being provided for that component. However, the total Local Match Funds provided (as indicated in the appropriate "Total Funds" space) must equal or exceed the total Digital High School funds indicated, unless a waiver is approved. (Any overmatch indicated for the installation grant does not preclude its use, if appropriate, for the annual Technology Support and Staff Training grants.) Overmatch is an indication of the degree to which leveraging of funds has occurred.

In the case of small schools that receive a minimum grant award (see Appendix B), there will be a general modification of the local match requirement. To qualify for the minimum grant for which the school is eligible, each such school or program will be required to provide a local match of no less than **\$300 per pupil**. Any small school that is not able to provide a local match at this level must submit a waiver request justifying a modification of the local match requirement.



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If the amount of local match funds is less than the amount of Digital High School funds being requested, the applicant must indicate in the appropriate box that a Specific Waiver Request form has been submitted (see Appendix A for more details regarding the local match requirement). If the Specific Waiver Request is not approved, the amount of Digital High School funds to be awarded will be reduced to the amount of local match funds indicated.

**Indirect Cost Rates.** Indirect costs can only be shown for Digital High School funds and are calculated excluding capital outlay (6000-6999 category). If expenditures for indirect costs are included in the project application budget for Digital High School Funds, the maximum amount allowed shall be calculated using the local education agency's appropriate indirect cost rate, based on Forms J-380/J-580. These rates are approved annually by the California Department of Education.

#### **Budget Form DHS98-23B**

Provide a narrative justification for five of the line item categories shown on Budget Form DHS98-23A. For categories 1000-1999 and 2000-2999 only explain how the DHS funds will be used in the plan, since no local match funds can be counted in these categories. For the remaining categories, explain how both DHS funds and local match resources will be used in the plan. For example, for certificated salaries indicate what type of position(s) will be paid and what they will be doing in the project plan. Will they be conducting staff development training? collecting data? Will the funds be used for stipends?

#### **Budget Form DHS98-23C**

Indicate the items and source of local match resources that support the implementation of your school's Digital High School plan. (Refer to Appendix A for information on meeting the local match requirement.) For each group of items, indicate amount of funds received, amount of funds committed, and the expected receipt date for committed resources. If the items are donated

or previously purchased, indicate the current market value in the appropriate column. Individual items should be grouped; for example, all computers acquired from the same matching resource can be combined as one entry.

The "Total Matching Resources" is the combined total of columns (c) and (d) and must equal the "Total Funds" for local match funds on Budget Form DHS98-23A.

#### **4. Technology Inventory Form DHS98-24**

Submit a technology inventory of usable equipment for instruction or instructional management. This list will be updated semi-annually. For combined applications, separate technology inventory forms for each site must be provided.

Since the inventory form is utilized by other technology programs, some questions pertaining to district level information do not apply for DHS applicants. For DHS applicants only, questions IX(a), (b), (e), and (h) on the Technology Inventory Form DHS98-24 do not need to be completed.

For the chart on computers for use by teachers, other staff/administrators, and students, the "Number Currently Available" is the number at the time the application is developed that will be included for use in the Digital High School Project Plan. The "Number in Plan" refers to additional purchases of computers during the Installation phase with Installation Grant or Matching Funds. On the questions pertaining to "exclusive use by teachers," "exclusive" means for use only by teachers and not available to students. The term "multimedia" computers refers to computers capable of processing two or more types of information, such as text, audio, video, graphics and images. Typically, this is a computer with a CD ROM.

#### **5. Project Implementation Timeline Form DS98H-25**

Provide your Technology Installation Project timeline, indicating critical benchmark activities, start date, date of completion, target audience

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(such as students, staff, parents), person responsible for attainment of activity, and project plan section connection (such as program, staff development, technology resources, parents and partnerships, sustainability, and evaluation). The project timeline must include three years of benchmark activities. The benchmarks shall include indications of progress toward achieving student and staff objectives identified in the project plan section. Start dates and completion dates must be specific by month and year and cannot indicate “ongoing.” The project timeline will be a tool for the school to monitor its own progress toward meeting specific benchmarks.

**6. Governing Board Certification Form DHS98-26**

Provide a certification of the local governing board that a majority of the certificated staff of the high school(s) indicate their support for participation in the program. This certification must be signed by the local governing board president. For a combined application of more than one site, a majority of staff at all affected sites must support participation and the certification must indicate the names of the multiple sites.

**7. Minutes of the Local Governing Board**

Provide a copy of the minutes of the local governing board in which the board took action certifying that a majority of certificated staff at the school(s) support participation in the program. The minutes of the action of the board must specifically state that it certifies that a majority of certificated staff at the school(s) support participation in the program. If final board-approved minutes are not available when the application is submitted, an excerpted copy of the draft minutes certified by an official of the district or county office of education is acceptable. The minutes must clearly indicate the action taken and site(s) affected. Either a copy of the minutes or the certified excerpt must be included with the application.

**8. Project Abstract**

The school’s project application shall include a Project Abstract. This Abstract should briefly describe the high school (including size of student population, demographics, special populations of students, number of teaching staff, and number of classrooms) and summarize how current technology resources are being used in the teaching and learning process. Applications for multiple sites must indicate the interrelationship of the two sites, such as if the same staff serve both sites or if students utilize services at both sites. It shall also include highlights of the proposed Technology Installation Project. This section shall not exceed two pages. These pages must be numbered using small Roman numerals (i.e., i, ii)

**9. Project Narrative**

The project narrative shall address each of the sections below. Incomplete project applications will be returned for revision.

**I. Vision**

Briefly describe your school’s vision of what a successful implementation of a “digital high school” would look like and what your school would consider to be successful results, three years out. This description should address results for both staff and students.

**II. Strategic Goals and Objectives**

Summarize the goals and objectives for student achievement (computer knowledge and skills and academic achievement) and staff development and how the goals and objectives will be met. Include goals and objectives for three years and, at a minimum, benchmarks consistent with the project implementation timeline (Form DHS 98-25). The student achievement goals should be aligned with the curriculum master plan (such as Focus on Learning, WASC, SIP, etc.).

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### III. Project Plan

This section includes several components of the school project, each of which needs to be addressed and separately labeled by section.

#### A. Program

1. Describe how students will be able to use computer knowledge and skills broadly to enrich their academic programs, to facilitate their access to learning resources, to improve their presentation of information and ideas, and to prepare them for careers. Describe the computer knowledge and skills that all high school students will be expected to learn, including, but not limited to, the ability to utilize electronic mail, word processing programs, electronic publishing software, spreadsheet programs, courseware and related software, and Internet search and retrieval programs.
2. Explain how your school will make technology integral to curriculum, instruction, and assessment, while remaining consistent with California State Board of Education adopted content standards.
  - a. Explain which subject areas (or academic skills, such as reading, writing, computation, etc., in the context of academic subject areas) will be given priority during the Technology Installation Project period and how you plan to integrate technology applications into teaching strategies in all subject areas in subsequent years.
  - b. Describe how your school's plan ensures fair and appropriate access to technology in every instructional classroom for all students in all academic subjects. The emphasis on academic areas does not preclude appropriate

access being made available to students in alternative instructional programs throughout the school, as well as to counseling offices, career and college information centers, parent centers, and other appropriate areas of the school, including administration offices.

- c. Describe how technology will help teachers to individualize the learning process.
  - d. Explain how your plan will provide an appropriate level of resources to result in improved student achievement.
3. Explain how the school library media center, as part of the project plan, will use technology to ensure that appropriate learning resources, including access to the Internet, will be available to students in all subject areas throughout the school day. (Note: If a school does not have a school library media center, this section should address how students will receive the services and functions that a school library media center provides as described under this part.)
4. Explain how information literacy skills, including research and retrieval proficiencies, will be incorporated into instructional activities to improve pupil achievement in all subject areas (see Glossary for definition of "information literacy skills").
5. Describe how your school will ensure that all students with disabilities will have access to technology-based learning resources. If some students will require assistive devices to access the technology, describe how those needs will be met.

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**B. Staff Development**

1. Describe your school's objectives and plans for implementing a staff development program, including how your staff development plan will address the following:
  - a. An analysis of your staff's current levels of knowledge and skills and the extent to which technology will be used for each academic subject area identified as a priority in "Program" above;
  - b. Personal proficiency activities with a focus on such topics as basic operations of various technologies, personal computer productivity tools (e.g.; word processing, database management), technology literacy applications, integration of technology tools and resources into curriculum, instruction, and student learning, effective use of Internet tools and resources, and classroom management applications;
  - c. Curriculum training with a focus on such topics as integration of information literacy skills and technology in specific academic areas, and incorporating instructional strategies related to several technologies appropriate to the subject area and academic skill focus (see Glossary for definition of information literacy skills).
2. Describe how your staff development program will address follow-up support for teachers, library media teachers, administrators, and other school staff and volunteers as they implement the program components of the project over the next three years.

3. Describe how new staff will be supported.

**C. Technology Resources (Infrastructure, hardware, software)**

1. Describe how the project will integrate existing hardware and software in the school with new hardware and software to be purchased through this project (i.e., will some acquisitions focus predominantly on specific program components because they are better-suited to those purposes?). Indicate the number of classrooms and other instructional areas in the school(s).
2. Describe the current telecommunications infrastructure needs of your school and how your needs will be met, including access to Internet resources and services by students, teachers, and other school staff.
3. Describe how resources and information available from the Statewide Centralized Services (such as resources from the California Instructional Technology Clearinghouse, the SCORE sites, and the statewide buying and licensing of instructional video and distance learning) will be used in the project.

**D. Parents and Partnerships**

1. Describe how all parents have been invited to participate in the development of your Digital High School project plan and the extent to which they were involved.
2. Describe how private businesses, post-secondary institutions, government agencies, and community groups have been involved in the development of your Digital High School project plan.
3. Describe how these parents and other partners will be invited to participate in

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and support the ongoing implementation and management of the project, including, but not limited to, their involvement in the design, development, acquisition, and implementation of interactive instructional materials via the Internet or local/wide area networks..

Note: If a school site does not have partnerships with all of the required kinds of partners, this section should be addressed in terms of the partnerships that do exist and explain what steps were taken to obtain other partners and why other kinds of partnerships were not obtainable. With technology partnerships, the partner does not need to be physically located in the same city or town as the school site.

**E. Sustainability: Continuing Support and District Commitment**

1. Describe your plans for ongoing system development and support over the next three years.
2. Describe your district's and school community's commitment to sustain the school's technology resources and telecommunications infrastructure, including system maintenance, upgrading, and technical support for teachers following completion of the Technology Installation Project.

**F. Project Management**

1. Describe your project's leadership structure and who will be responsible for coordinating the project (including the primary project leadership contact person who will be listed on the cover page of the Project application).
2. Identify the specific individuals who will be responsible for data collection and for using a variety of evaluation information for ongoing planning and

project modification purposes. Provide an estimate of the time to be allocated to these activities.

**G. Local Evaluation**

1. Briefly describe your plan for evaluating the effectiveness of the Digital High School Technology Installation Project in meeting the goals described in Section II - Strategic Goals and Objectives of this application, related to computer knowledge and skills and improving academic achievement of students in all subject areas.
2. Briefly describe the data you intend to collect and how often it will be collected. The Standardized Testing and Reporting (STAR) program data must be included in the description of data to be collected. State level data, as referenced in Appendix D, including progress reporting, must be collected and reported every six months as required.
3. Briefly describe the school's plan for evaluating the effectiveness of efforts to integrate technology into the curriculum.

**Note:** Legislation specifies certain evaluation responsibilities and requires the State Superintendent of Public Instruction to report annually to the Governor and the Legislature on the results of the program. In order for the Superintendent to fulfill this requirement, participating schools will be required to collect data and complete progress reports. The data collection effort must be consistent statewide in order to be aggregated for reporting purposes while satisfying the data collection needs for local evaluation purposes. Appendix D describes the anticipated data needed for the statewide evaluation.

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## Appendix A:

### The Local Match Requirement and Waiver Provisions

#### Legislative Provisions

In order to receive a Technology Installation Project grant, the school district or county office of education of a high school participating in the program shall provide a local match that is not less than the amount of the grant (EC § 52253).

If a school cannot meet this local match requirement, it may choose to apply for a grant that is less than the maximum amount authorized or request a waiver of the local match requirement as noted in the legislation: “No school shall receive more total funding than is matched locally, except when the local match requirement has been modified or waived pursuant to Section 52254” (EC § 52260 (a)).

#### Technology Installation Project Local Match Provisions

The local match requirement for any Technology Installation Project grant may be met as follows (also see frequently asked questions about the local match at the end of this appendix):

- The requirement may include any technology infrastructure, telecommunications, hardware, or software for the school site that has been or will be purchased by the school district or county office of education **from any source except funds provided pursuant to this legislation**, including the cost of finance charges. Any such equipment that has been donated to the school district or county office of education may also be included. Telecommunications equipment must be for the specific purpose of accommodating educational technology. Donations shall be valued at current market value, and donated or purchased resources must have an expected useful life in the technology plan of at least five years (EC§52253 (b)(1) and (2)).

- Consultant fees and other contract personnel expenses may be included as a part of the local match as long as these expenses are incurred to implement plans for staff training and curriculum development during the installation phase (EC§52253(c)).
- Salaries of teachers, administrators, and classified employees employed at the school CANNOT be counted as part of the local match (EC§52253(c)). In addition, benefits of employees and indirect costs CANNOT be counted as part of the local match.
- E-Rate and other telecommunications subsidies, either through discounts or rebates, which allow schools to reduce the cost of telecommunications infrastructure and services, can be included as meeting part of the local match requirement, to the extent these goods and services meet the requirements for local match described above. Schools should have a contingency plan if E-Rate subsidies do not materialize.

#### Methodologies for Valuing Donated and Previously Purchased Goods

Local educational agencies are required to determine the current market value of the technology infrastructure, telecommunications, hardware, or software donated to the school in order for them to be counted toward the local match. In addition, local agencies will be required to determine the current market value of items purchased by the local educational agency prior to the Installation Grant period in order for them to be counted toward the local match.

The following suggested methods for valuing goods and services at current market value will be accepted by auditors when the Digital High School program is audited. This does not preclude a local educational

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agency from using other methods, recognizing that other methods may or may not withstand an audit of this program.

### **Purchases Within Two Years**

The Taxpayer Relief Act of 1997, Section 224, Contributions of Computer Technology and Equipment for Elementary or Secondary School Purposes, amended the Internal Revenue Code to allow the value of a contribution of computer technology and equipment to schools by a corporation to be the original purchase price if the contribution was within two years of its acquisition. "Computer technology" or "equipment" means computer software, computer or peripheral equipment, and fiber optic cable related to computer use. Consistent with this method of valuation, donations or purchases made subsequent to December 31, 1996, having a useful life of at least five years made to or by the local educational agency may also be valued at the original purchase price or the price used by the donor in accordance with Section 224 of the Taxpayer Relief Act of 1997 for purposes of meeting the local match requirement for Digital High School.

### **Standard Method of Depreciation**

The Internal Revenue Service's Modified Accelerated Cost Recovery System (MACRS) is an acceptable methodology for depreciating technology donations and prior purchases having a useful life of at least five years in the project plan to arrive at a current value for purposes of the local match requirement.

### **Equipment Blue Book**

The Orion Research Corporation's annual publications, *Computer Blue Book*, *Video Blue Book*, and *Camera Blue Book*, can be used to determine the current market value of most technology hardware with a useful life of at least five years in the project plan. These reference books are updated annually, available on diskette from the producer, and available at most public libraries. The "retail used" value column can be considered the current market value for purposes of valuing

donations and prior purchases. Orion's Web site is:

<<http://www.bluebook.com>>

Their phone number is (800) 844-0759.

### **Software**

There are a large number of used software resellers that advertise on the Internet. Searching under "used software" yields a lengthy list. Three estimates of cost from various resellers can be used in determining the current market value of donated or previously purchased software.

### **Network Hardware**

This information is provided for valuing donations. For designing networks, a network engineer should plan a school's network with the specific school's needs in mind. SNMP (Simple Network Management Protocol) monitorable equipment is recommended in order to find or track network problems. The following can be used to determine the current market value of donations of network hardware that are SNMP monitorable:

1. Routers that are SNMP capable: Small routers capable of handling two phone lines will run between \$3,000 and \$5,000 depending on the type of software. Medium-sized routers capable of handling three or four lines will cost between \$5,000 and \$15,000. Large routers can handle many phone lines and many Ethernet subnets and will cost \$15,000-\$30,000.
2. Hubs or Ethernet switches (Ethernet switches are preferable): Small-sized hubs handle eight users and cost from \$700 to \$1200. Medium-sized hubs handle 12 to 16 users (on one stackable hub) and cost from \$1000 to \$2000, or stacking, multiples of 12 or 16 users from \$1000 to \$1500. Large hubs (frame-type, with add-in cards for users) can handle more than 48 users and cost from \$2,000 to \$8,000 or more.
3. Servers: The cost of a server is determined by the value of its components: central processing unit (CPU), memory, hard drive, and software. See above sections for determining the value of hardware and software.



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### Installed Telecommunications Wiring

Installed wiring for telecommunications can be valued at current market based on a contractor's bid or by using the following installed wiring cost:

1. Average cost to pull a single cable and terminate each end:

0-200 feet	\$120 per cable
201-300 feet	\$220 per cable
2. If the cabling requires conduit or cable raceway, add \$2.50 per foot to the above cost.
3. If the wiring requires trenching between buildings then add \$20 per foot of necessary trenching to the cost derived from (1) and (2).

### Small Schools Match Requirement

In the case of small schools that receive a minimum grant award (see Appendix B), there will be a general modification of the local match requirement. To qualify for the minimum grant for which the school is eligible, each such school or program will be required to provide a local match of no less than **\$300 per pupil**. Any small school that is unable to provide a local match at this level must submit a waiver request justifying a modification of the local match requirement.

#### Provisions for Waiver Criteria

As noted above, the Digital High School Program is based on the assumption that local education agencies will provide local match resources that will complement state funds and that both funding sources are needed in order to implement a comprehensive education technology program that achieves the program's three primary objectives. The legislation specifies that local match resources should be provided at a level at least equal to the state grant amount.

The legislation authorizes participating schools to include a wide variety of sources of funding and donations, including expenditures made prior to and during the Technology Installation Project period, which can qualify to meet the local match requirement. The State Board expects every participating school to have expended at least some local match funds and therefore will not normally

consider a waiver request to completely eliminate the local match requirement.

However, the legislation acknowledges the possibility of special circumstances that could limit the ability of the district and school to match the full amount of state funding for which the school might otherwise be entitled. Therefore, the legislation gives the California State Board of Education authority, based on recommendations submitted by the Education Technology Advisory Committee, to establish criteria and procedures for schools to use to request a waiver or modification of the local match requirement (EC § 52254 (a)(2) and 52261).

The following criteria will be used to determine if a waiver request should be recommended for approval by the California State Board of Education:

1. The school district or county office of education is listed on the Department's financial watch list, indicating it may not be able to meet its financial obligations.
2. The school district or county office of education has a state loan related to financial insolvency to repay.
3. The school district or county office of education has an approved hardship waiver from the State Allocation Board.
4. The school district or county office of education has incurred significant financial or property losses due to natural disasters or other circumstances beyond the control of the district or county office.
5. Other local financial conditions may justify a request for waiver:

The ETAC and the California State Board of Education recognize that financial situations, community conditions, and differences in the size of local education agencies and high schools (including continuation high schools, juvenile court schools, and alternative programs) are extremely diverse. Each local education agency and school will have to assess its own conditions and identify any

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unique factors that would justify a waiver or modification of the local match requirement.

#### Provision for Waivers: Submission Procedures

After a participating school has undertaken a comprehensive assessment of its local match resources and determined that it meets one or more of the above criteria, the school's governing board may submit a waiver request for approval by the California State Board of Education. Requests for waivers are submitted separate from the application as soon as the local determination is made. The waiver request can precede submission of the application to enable the school to complete the project application at the appropriate funding level. All requests for waivers shall be submitted using the Specific Waiver Request form (Form SW-1). This form is included in Appendix I. If these standard forms are revised at any time during the year, Digital High Schools will be notified.

#### Instructions for Completing Waiver Form

**Specific Waiver Request (SW-1) form (2/98 version).** Submit only if a waiver of the local match requirement is being requested. This is a California State Board of Education standard form used by many educational programs. Complete instructions, forms, and waiver calendar were mailed to all county and district superintendents in February 1998 and are available at the following Web site:

<[www.cde.ca.gov/waiver/index.html](http://www.cde.ca.gov/waiver/index.html)>

General instructions are included in Appendix I, Specific instructions for completing the waiver form, pertinent to the Digital High School Program, are noted below:

##### Part I: Legal Criteria

1. Indicate that the **specific** authority for this waiver is EC § 52254(a)(2) 52261.
2. The section to be waived is 52253(a).
3. "Position of the bargaining unit" does not apply to this legislation.

##### Part II: Rationale and Desired Outcome

1. Section to be waived: 52253(a).

The pertinent sentence shall be typed as follows: "In order to receive a grant, the school district or county office of education shall provide a local match that is not less than the amount of the grant."

2. Include the following sentence:

"In order to receive a Digital High School Technology Installation Project grant, the school district or county office of education must provide a local match that is not less than the amount of the grant of state funds."

3. The following information should be included in this section:

- a. The amount of required local match. For large schools, record the amount of state funds to which the school is entitled. For small schools, the required match is \$300 per student.
- b. The amount of qualifying local match funds, including sources of funding, which have been documented;
- c. The shortfall of local match funds (3a minus 3b);
- d. An explanation of the circumstances that have prevented the local education agency and participating school from providing local match funds equal to the state funds for which the school is eligible.

#### Frequently Asked Questions

##### 1.1 Excess Local Match

Can the amount of local match exceed the amount of Digital High School funds allocated?

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*Answer:* Yes. Any local match directly attributable to the project plan and within the guidelines of this appendix should be included on the application to show the extent to which the DHS funds have leveraged other resources for enabling the school to become a digital high school. Any "over match" for the Installation Grant can be used for local match of the Technology Support and Staff Training Grant in subsequent years as appropriate.

### **1.2 Local Bond**

Can local bond funds earmarked for a multi-year modernization project be used as local match funds? If so, how many years can be applied to the local match?

*Answer:* Yes. Local bond funds may be used as local matching funds if the bond's restrictions allow for DHS uses and the bond funds are targeted for appropriate purposes at the school site. Equipment and services purchased with these bond funds prior to the Installation Grant period must be current market valued and have an expected useful life in the technology plan of at least five years. Bond funds available after the Installation Grant period may be applied to later grants.

### **1.3 Salaries and Benefits**

Can salaries and benefits of district employees be counted in the local match for the Installation Grant?

*Answer:* No. While you may choose to allocate such resources to assist in implementation of the program, it is not allowable to include their value in meeting the local match requirement.

### **1.4 Salary of Technology coordinator**

Can the local match for the Installation Grant be used for the salary of a technology coordinator?

*Answer:* No. The law precludes the hiring of a technology coordinator to be included in the local match for the Installation Grant. For the subsequent Technology Support and Staff Training Grant local match requirement, schools will be allowed to include the salary of a technology coordinator.

### **1.5 Substitute Teacher Costs**

Can the cost of paying substitutes for teachers attending staff training count as local match for the Installation Grant?

*Answer:* No. Substitute costs are classified as salary and benefits and consequently could not be counted as matching funds.

### **1.6 Stipends**

Can stipends for extra duty be used as matching funds?

*Answer:* No. Stipends for extra duty are classified as salary and benefits and consequently could not be counted as matching funds.

### **1.7 Match Limits**

Is there a limitation on the percentage of the local match that can be met through donations?

*Answer:* No. Purchases or donations, or any combination of the two are allowable.

### **1.8 Off Site Equipment**

Can the mainframe, routers, hubs, and servers that are located at the district office or another location and support the project site's Internet, network connections, and curriculum activities be included in the match?

*Answer:* Generally no. The law establishing DHS specifically states that the resource owned by the school district before development of the project application must be part of the project application and "*installed in the high school before or during the installation phase.*" However, if the resource is acquired as a donation or purchased by the school district or county office of education with other funds during the installation phase to implement the plans developed for the Digital High School, including hardware, software, and infrastructure, the resource located at another site may be included in the local match. The value of purchased resources may include finance charges. The donated resources must be valued at current market value and have an expected useful life of at least five years in the technology plan. Remember, the value of the

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resource can only be counted once in the local match regardless of the number of current or future Installation Grants that are issued to the school district or county office of education.

### **1.9 Small District On-Site Requirements**

Does the on-site equipment requirement hold true for high schools in very small districts where, for example, there is one high school and one continuation school in the district but the district office is at a separate site?

*Answer:* Yes. The key issue here is "installed at the school site." Even though the off-site equipment provides curriculum/Internet capabilities for the individual high school, it is not on-site and therefore not acceptable for local matching fund inclusion. The size of the district is not a factor.

### **1.10 Wiring Installation**

Can the contract to install wiring for telecommunications at the school be included in the local match?

*Answer:* Yes. The local match can be met by providing educational technology infrastructure, hardware, and software. General electrical wiring and other infrastructure wiring not identified in the DHS plan as a component of the educational technology infrastructure may not be included in the match.

### **1.11 Consultant Fees**

Can any consultant fees or other contract personnel expenses for staff training and curriculum development be included in the local match for the Installation Grant?

*Answer:* Yes, provided they are incurred during the installation phase and for the purpose of implementing plans for staff training and curriculum development during the installation phase. These expenses cannot include the salaries of teachers, administrative, and classified personnel employed at the school.

### **1.12 Training Costs**

Can training fees, such as registration costs, be included in the local match?

*Answer:* Yes. Registration costs for staff training activities during the Installation Grant period can be included in the local match.

### **1.13 Subscription Service**

Can a subscription service for periodical indexes, such as EBSCO, be counted in the local match? If so, how many years back can be included?

*Answer:* Yes. Subscription services for instructional purposes, whether they are on CD-ROMs or on-line, can be included as match. They must be purchased or donated during the installation phase in order to be counted in the local match for the Installation Grant. Prior year subscriptions cannot be counted.

### **1.14 Instructional Program**

Can a technology-based science instructional program purchased this year be counted in the local match?

*Answer:* Yes. Any instructional program that is technology-based (software, CD-ROM, etc.) and is part of the project plan can be included in the local match.

### **1.15 Telephone System Upgrade**

If the school upgraded their phone system to provide voicemail for parents and a homework hotline, can these costs be counted in the local match?

*Answer:* No, if the phone system is solely for voicemail and a homework hotline and is not also for the purposes of accommodating educational technology infrastructure, hardware, or software, then it cannot be included. If the phone system also provides telecommunications via networks or the Internet as identified in the DHS technology plan, then the infrastructure can be included in the local match, but costs that are separable and pertain only to the voicemail and hotline must be excluded.

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### **1.16 Phone System**

Can the cost of a school's phone system be included in the match?

*Answer:* Yes, the infrastructure component can be included as long as it is used for the purposes of accommodating educational technology, hardware, or software and is identified in the DHS technology plan for that purpose. Costs that are separable and pertain only to typical phone communication (such as telephones) can not be included.

### **1.17 E-rate Acquired Goods**

Can the full value of E-rate acquired goods and services be applied as DHS matching funds or only the amount expended by that site?

*Answer:* E-Rate and other telecommunication subsidies may be used as local matching funds to the degree that the goods or services meet the definitions and guidance provided for local matching funds under the Digital High School Program. Consequently, whether through discounts or rebates, these subsidies and the amount expended for that high school may be used as matching funds.

### **1.18 E-rate discounts**

Can E-rate discounts be proposed as matching funds before bid contracts are confirmed?

*Answer:* Yes. Submit your application with the bid amount you anticipate. If it isn't approved at that level, you will be required to identify another source of match funding or expend less, down to the level at which the grant does not exceed the local match.

### **1.19 ROP Funds**

If there is a regional occupational program (ROP) on a campus but run by another organization, can the funds spent by the ROP to outfit the lab on that campus be counted as matching funds?

*Answer:* Yes, if the funds benefit students concurrently enrolled at the high school and the ROP funds are not DHS funds. The same restrictions apply: the funds were used for technology hardware, software, infrastructure; purchased items must have a five-year life in the technology plan for

the school; and the items are valued at current market value.

### **1.20 Site Discretionary Funds**

If a school site did not receive or even "returned" site discretionary funds to the district for the purpose of contributing towards the installation of district infrastructure prior to this Installation Grant, can the funds be counted as matching funds?

*Answer:* No. Only funds used for technology infrastructure installed at the specific school site prior to the Installation Grant may be applied towards the match. Funding for technology infrastructure installed off site (i.e. district office, other school sites, county office) may not be counted even if the school site derives benefits from these other facilities unless the resource is acquired as a donation or purchased with the district funds during the installation phase to implement the Digital High School Project Plan (See Question 1.8 above for more information).

### **1.21 Special Vendor Arrangements**

If a school were to negotiate with a vendor that instead of taking a discount normally offered that school on the purchase price of hardware, software, or labor, the purchase was made at full value (no discount) with an additional donation of goods and services by that vendor equal to the value of the discount, could the total value of the non-discounted purchase plus the donated value count towards the match? Would this pass audit?

*Answer:* The total cost to the school and the value of donated goods or services may be counted towards the match. Whether or not this would pass audit depends on the applicable state and local purchasing requirements (including lowest bid where appropriate). By not taking the normal discount, you may be violating local purchasing requirements for that specific piece of equipment or service.

### **1.22 SB1510 (School Based Grant) Consultants and Staff**

Can SB1510 (School Based Grant) funds be included in the local match funds?

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*Answer:* Yes, provided that the SB1510 funds are for: (1) technology infrastructure; or (2) consultant costs incurred during the installation phase for the purpose of implementing plans for staff training and curriculum development during the installation phase. Funds identified in the SB1510 "proposed program budget" for salaries and benefits may not be included as matching funds as well as any other expenditures excluded by the DHS program.

### **1.23 Software Value**

Can software be valued at full price if bought in the last two years?

*Answer:* Yes. The Taxpayer Relief Act of 1997 allows the value of computer technology (including software) contributed to schools by corporations within the last two years to be valued at the original purchase price. Consistent with this act, donations or purchases of software made within the last two years and having a useful life of at least five years may be valued at full price.

### **1.24 Indirect Costs**

Can indirect costs be counted as matching funds?

*Answer:* No. Indirect costs are specifically excluded from being counted in the local match.

### **1.25 Wiring and Labor Value**

Can telecommunications wiring and the labor required for installation be counted towards the match at full value?

*Answer:* Yes. Funds expended for infrastructure wiring (including the labor) may be included in the match provided they are included in the DHS technology plan and installation occurs during the installation grant period. For wiring and labor occurring prior to the grant year, this appendix above provides two methodologies for determining the value of "installed wiring" (which include labor) for purposes of the DHS grant: current value based on a contractor's bid or a value based on the included table for installed wiring costs.

### **1.26 Volunteer Time**

Can we count volunteer time in the local match?

*Answer:* Generally, no. To the extent however, that volunteers are used to wire classrooms, you can determine the value of their work by either obtaining valid estimates or by using the methodologies cited earlier in this appendix.

### **1.27 Teacher Volunteer Time**

Can the value of teacher volunteer time to lead staff development after hours be counted as matching funds?

*Answer:* Generally, no. Site personnel salary and benefits may not be included as matching funds. However, teacher volunteer time to lead staff development after hours can be counted as matching funds if the teacher would not have otherwise been expected to attend, the teacher receives no compensation for this activity (e.g., release time, staff development attendance, etc), the school/district incurs no costs (e.g., salary, substitute, benefit, or liability costs), and current market value of the service can be determined.

### **1.28 Donated labor**

If a company wants to donate the time of their technical staff to help with the installation of wiring or hardware, can the school count the value of their donation?

*Answer:* Yes. Donated labor used for the installation of wiring or hardware may be counted towards the local match requirement. The value of that match is based on either obtaining valid estimates or by using the methodologies cited above in this appendix.

### **1.29 Number of Prior Years for Match**

Is there a limit to the number of years prior to the grant that can be used for the match?

*Answer:* No, there is no limit to the number of years prior to the grant that can be counted towards the match as long as the resource has an expected useful life of five years within the DHS technology plan. The current market value of the resource may be applied towards the match.

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### **1.30 Local Match Documentation**

What documentation is required for the local match?

*Answer:* The Installation Grant application asks for the following: 1) the amounts for the local match included appropriately on Budget Forms DHS-23A, and DHS-23C; 2) a narrative description on Budget Form DHS-23B explaining line items included in Budget Form DHS-23A; and 3) a summary on Budget Form DHS-23C of how you will meet the match which includes a list of the amount and source of local match resources and whether these resources have already been received or are committed and projected receipt date. Documentation the CDE recommends you retain in the district would include the typical documentation that would pass an audit. For instance, if you are assigning current market value, document how you arrived at that valuation: bids, depreciation, etc.

### **1.31 Purchases within the Past Two Years**

Can hardware/software purchased within the past two years be counted towards the match at full purchase value while items beyond two years must be valued at current market value?

*Answer:* Yes. Items purchased within the past two years may be counted towards the match at full value. Items purchased prior to that period, and there is no time limit, must be valued at current market value using the equipment blue book, depreciated schedules, or another method that the local agency believes will be sustainable in an audit. Remember the specific item must have an expected five-year useful life within the DHS project plan.

### **1.32 Leroy Greene Lease-Purchase Bond Funds as Matching Funds**

Can Leroy Greene Lease-Purchase bond funds be used as matching funds?

*Answer:* Yes. Leroy Greene Lease-Purchase state bond funds may be used as local matching funds provided these funds are targeted for DHS purposes at the school site. That portion of the bond funds used for DHS purposes may be included in the match.

### **1.33 Tax and Shipping for Past Purchases**

Can tax and shipping for past purchases be included in meeting the local match?

*Answer:* No. For previously donated or purchased resources for which a current value of that resource is to be determined, tax and shipping costs may not be included in meeting the local match. For resources purchased within the last two years for which the original purchase price is used in meeting the local match, tax and shipping may be included. For further detail, see the California School Accounting Manual for expenditure category 4000-4999 (Books and Supplies).

### **1.34 Copier for Deaf and Hard-of-Hearing Students**

Can a copier be used in the local match if it is an integral component of technology used with deaf and hard-of-hearing students?

*Answer:* Yes. Schools are specifically required to "ensure access to education technology for all disabled pupils." (E. C. Section 52256(b)) Further, the evaluation rubric in Appendix G which identifies the specific criteria for project approval, states that a school's application must demonstrate how the "needs of students with disabilities are matched with appropriate assistive technologies... to access technology-based learning resources."

### **1.35 Mentor Teacher Funds**

Can Mentor Teacher stipends be counted towards meeting the match?

*Answer:* No. The CDE's Mentor Teacher Program Advisory 87/8-4 (revised 8-87) states that Mentor Teacher stipends should be "accounted as salaries (rather than contract services)...." Since salaries are specifically excluded from counting towards matching funding for DHS, Mentor Teacher stipends may not be included.

### **1.36 Small School District Match Requirement**

Can the small school district grant amount be greater than the local match?

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*Answer:* Yes. For small school districts, the minimum local match of \$300 per student will total less than the maximum grant amount. As long as the minimum local match is reached, the school is eligible for the maximum grant amount.



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## Appendix B:

### Minimum Grant Levels for Small Schools

The Digital High School legislation (Chapter 326, Statutes of 1997) recognizes that there are numerous small schools and programs that offer specialized learning opportunities for high school students throughout the state. The legislation includes a provision that the California State Board of Education may approve minimum grant levels for such small schools to ensure that they are able to participate fully in the program.

This provision recognizes that small programs will have certain fixed startup costs, regardless of the size of the program. Thus, this provision provides a grant that is more than the \$300 per pupil allocated for schools of less than 201 enrollment as specified in the legislation.

The table below displays the minimum grant levels for small schools and programs with student

enrollment less than 201 students. These levels were approved by the California State Board of Education. A fixed amount is provided to schools with specified enrollments of less than 26 students. Starting with an enrollment of 26, and increasing up to an enrollment of 200, the minimum grant level is determined by adding \$200 per pupil (in excess of 25) to the fixed amount of \$25,000.

There will be a general modification of the local match requirement for schools or programs that receive a minimum grant award. Each such school or program will be required to provide a local match of no less than **\$300 per pupil**. Any small school that is not able to provide a local match at this level must submit a waiver request justifying a modification of the local match requirement.

Student Enrollment (CBEDS School Report - October 1998)	Minimum Grant Amount
1 – 5	\$5,000
6 – 10	\$10,000
11 – 15	\$15,000
16 – 20	\$20,000
21 – 25	\$25,000
26 – 200	\$25,000 plus \$200 per pupil (in excess of the first 25 pupils)
All schools with more than 200 students	\$300 per pupil [per EC § 52260(a)]

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## Appendix C:

### Glossary of Terms

**California Technology Assistance Project (CTAP):**

eleven regional consortia, including representatives of county, district, and school curriculum and technical resource staff, and a coordinating council were organized to offer extensive staff development opportunities, provide technical assistance to schools, and coordinate technology information services regionally and statewide. The primary focus of CTAP, as part of the Digital High School Program, is to assist schools in integrating technology across the curriculum and provide assistance to schools developing project applications and implementing these plans. CTAP is also responsible for reviewing and commenting on project applications prior to submission to ETAC.

**computer literacy:** the ability to use a variety of computer programs in appropriate ways to learn, handle information, communicate electronically, and solve problems.

**courseware:** instructional software designed to teach a subject or subjects. Typically, courseware takes advantage of multiple media, such as graphics, photographic images, sound, video, and animation.

**curriculum master plan:** the guiding document at a school or district level that identifies curriculum objectives and /or standards. For some high schools this may be their Western Association for Schools and Colleges (WASC) accreditation plan, School Improvement Plan, or Focus on Learning Plan (a blend of the first two documents).

**E-Rate subsidy:** discounted rates for telecommunications offered to kindergarten through grade 12 elementary and secondary schools, as well as to public libraries, by telecommunications carriers. Discounts will vary from 20% to 90% for a wide array of services and technologies, including, for example, basic telephone service, a T-1 line, and wireless telecommunications services.

**Education Technology Advisory Committee**

**(ETAC):** a committee whose members are appointed by the State Board of Education. The committee is charged, among other responsibilities, to submit to the California State Board of Education recommendations for funding specific project applications.

**information literacy:** the ability to access, evaluate, and use information from a variety of sources.

**local match requirement:** local match of not less than the amount of the Digital High School Technology Installation Project grant. Small schools receiving minimum grants are required to provide a local match based on \$300 per student.

**project application:** application for funding that must be submitted by all schools or combined schools selected in the random drawing to receive Technology Installation Project grant funding. Project applications are reviewed and recommended for funding by the ETAC and approved by the California State Board of Education.

**random drawing:** all school districts and county offices of education with eligible schools and all charter high schools that submit a certification of eligibility will be included in a random drawing, based on a locally determined priority list, to receive Technology Installation Project grants.

**Technology Installation Project Grant:** first year funding, which amounts to \$300 per pupil, or specified minimum grant levels for small schools and alternative programs with fewer than 201 students, which must be matched locally. Funding is for the acquisition of technology infrastructure, hardware and software, and for curriculum development and staff training during implementation of the Technology Installation Project.

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**technology infrastructure:** equipment necessary to accommodate educational technology, hardware, and software, such as wiring, cabling, routers, servers, and other telecommunications equipment.

**technology literacy:** the ability to use a variety of multimedia, including computers, in an appropriate manner that helps students learn, handle information, communicate electronically, and solve problems.

**Technology Support And Staff Training Grant:** ongoing, annual funding, amounting to \$45 per pupil, to be matched locally for maintenance, upgrades, and ongoing training and curriculum design, contingent on an appropriation in the annual Budget Act or in another measure.

**waiver:** a request for approval to not meet the local match requirement in whole or in part. Specific instructions for submitting a waiver are included in Appendix A.

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## Appendix D:

### Statewide Progress Reporting and Evaluation

The legislation specifies: "The Superintendent of Public Instruction shall report annually to the Governor and the Legislature on the results of the Digital High School Education Technology Grant Program." To prepare this report, the California Department of Education shall include among its activities the following:

1. Coordination of the local evaluations required pursuant to subdivision (1) of EC§52256, so that the data may be aggregated.
2. Formative and summative evaluations, as appropriate.
3. Analysis of individual project and aggregate results related to pupil computer skills and knowledge and academic achievement (EC§52266).

In order to conduct an adequate evaluation and to measure the extent to which legislative objectives have been accomplished, common data that can be aggregated statewide will be collected from participating high schools. Semi-annual reports will be compiled and data reporting will be done by electronic survey wherever possible. Schools initially without online access will report by hard copy; once electronic access is available those schools will have a grace period before they will be expected to submit their progress reports electronically.

Reporting of data, including an updated school technology inventory, is intended to take approximately two hours each reporting period. Such surveys may be supplemented by telephone interviews, site visits, and other means as needed.

A general description of the evaluation data to be collected is presented below.

#### **Student Performance Data**

Student performance data will be collected in two areas:

- basic computer skills and knowledge; and
- academic assessment

##### **1. Computer Skills and Knowledge**

Participating schools will be required to measure students' basic computer skills and knowledge. Data will be collected using some combination of paper and pencil tests, on-demand computer examinations, and online assessments. Such measurement tools will be developed (or selected) by the California Department of Education, in consultation with the Education Technology Advisory Committee, and approved by the California State Board of Education. Project applicants will participate in and support such assessments and be prepared to use the information, as appropriate, in their ongoing planning processes. As of the date of this application, no measurement tools have been developed or selected.

##### **2. Academic Assessment**

The Digital High School legislation also specifies that the California Department of Education shall collect summative evaluation data measuring academic achievement of students in all participating schools. Such statewide data will then be aggregated and presented in annual reports to the Governor, the Legislature, and the California State Board of Education. To fulfill this evaluation mandate, participating schools in FY 1998/99 will use student achievement assessment tool(s) selected by the State Board as part of the newly approved Standardized Testing and Reporting (STAR) program authorized by Chapter 828, Statutes of 1997 (Senate Bill 376). In future years, it is anticipated that the state will modify the STAR standardized test in order to

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provide high school assessment tools aligned with state academic content standards adopted by the California State Board of Education. These assessment tools will be developed through a public process. Once these tools are approved, schools participating in the Digital High School program will use these assessment measures for assessing and reporting student academic achievement.

These statewide academic assessment procedures will allow the California Department of Education to obtain student achievement data from all participating schools, including smaller alternative programs, which can be aggregated on a statewide basis. No additional student academic achievement measures will be required of schools participating in the Digital High School program.

At the same time, participating schools may be utilizing local academic achievement measures such as those being implemented by schools consistent with Western Association of Schools and Colleges (WASC) accreditation procedures. Schools are encouraged to include these measures as part of their project application to enhance local assessment of student achievement that is directly related to individually developed program goals and objectives. It should also be noted that the STAR program only requires testing of students through grade 11. Participating schools may want to consider testing of 12th grade students using the authorized measurement tools, although this will not be a requirement of the Digital High School program. Participating local education agencies may also consider technology-embedded subject area measurement tools to assess student achievement on an annual basis to demonstrate progress toward locally established academic goals.

Finally, high schools are currently required to report other types of school data that are collected on a statewide basis using consistent reporting processes, such as student graduation and dropout rates. These types of data, which can be aggregated for all high schools, may be determined to be relevant in measuring the overall impact of the Digital High School program and thus could be included in statewide annual reports.

### **Projectwide Process Data**

Progress reports on key project elements (Program; Staff Development; Technology Resources; Parents and Partnerships; Sustainability; and Project Management and Implementation Timeline) will be submitted semi-annually. This information will be shared with other digital high schools, the California Department of Education, the California Technology Assistance Project (CTAP), the Education Technology Advisory Committee (ETAC), the California State Board of Education, the Governor's Office of Child Development and Education, California legislative leaders, and others.

### **Case Studies**

Some high schools will be selected to participate in case studies. The case studies will enable more detailed information on the process of implementing the program. Some high schools will be selected at the outset of the installation program and additional high schools may be selected periodically throughout implementation of the program.

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## Appendix E:

### Fiscal Information

#### Estimated Versus Actual Grant Amounts

Estimated Installation Grant amounts are calculated at the time schools are selected by random drawing for the Digital High School Program. These estimated grant amounts are based on the estimated enrollments provided by schools on the Certification of Eligibility.

Actual Installation Grant amounts are calculated once October California Basic Education Data System (CBEDS) data are certified by the California Department of Education in approximately April each year. The actual grant amounts for schools selected in 1998-99 are based on the October 1998 enrollment data.

Grant awards issued prior to April 1999 will be estimated amounts subject to an adjustment based on the actual October 1998 CBEDS enrollment. A notice of revised grant award will be mailed and an updated Budget Form DHS98-23A and narrative description will be requested. Grant awards issued beginning in April 1999 will reflect actual grant amounts.

#### Availability of Installation Grant Funds

The project start date will be the date on which the project application is approved by the California State Board of Education. The end date for Installation Grants approved in the 1998-99 fiscal year will be June 30, 2001. All funds must be expended by this date. Any remaining funds will revert to the State General Fund.

#### Payment Process

The grant amount for each school will be distributed in three payments. The first and second payments will be 45 percent each with a third and final payment of 10 percent. Payments will be made in the

months of March, June, and October. Payments will be issued contingent upon the following conditions:

First payment: upon receipt of the signed Certification of Acceptance of Grant Conditions and General Assurances

Second payment: upon up-to-date submission of state level progress reporting

Third payment: upon receipt of an End-of-Period Expenditure Report and certification that the Digital High School Installation Grant has been completed in accordance with the approved application

Grant award notifications are mailed to the district or county superintendent within two weeks of State Board approval.

#### Budget Revisions

In the event that a change in any object of expenditure category will exceed ten percent of the amount shown on Budget Form DHS98-23A for the column on Digital High School Funds, a budget revision will be required. The Budget Revision will include a copy of the revised Form DHS98-23A and a one page narrative describing the change: the impact of the decreasing and increasing line items on the project application, such as the impact on the program plan, staff development, technology resources, and sustainability.

#### Technology Support and Staff Training (TSST) Grants

Beginning in fiscal year 2000-2001, contingent upon an appropriation for that year, schools selected in fiscal year 1998-99 for Digital High School Installation Grants will be eligible to begin receiving an annual Technology Support and Staff Training

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Grant. This grant will provide up to \$45 per year per pupil enrolled in grades nine through twelve. A local match will be required to receive these funds. Technology Support and Staff Training Grant funds and matching funds shall be spent to maintain and upgrade systems, to support pupils and faculty, and to provide ongoing staff training.

It is important to note that while Installation Grant funds can be expended through June 30, 2001, TSST funds (anticipated to be available July 1, 2000) can be issued only if the Installation Grant is completed. It is not known at this time when the deadline date will be for completion in order to qualify to receive funds in the 2000-2001 fiscal year.

## **Frequently Asked Questions**

### **1.1 Use of Installation Grant Funds**

What can the Digital High School (DHS) program Installation Grant funds be used for?

*Answer:* Installation Grant funding for the DHS program is to be expended in accordance with the approved application. The application addresses several major areas: educational technology hardware, software, infrastructure, staff training, curriculum development and technology integration, technical support, and evaluation.

### **1.2 Educational Technology Hardware**

What is included in educational technology hardware?

*Answer:* Educational technology hardware may include any equipment necessary to deliver technology-based instruction to students, develop student and faculty computer literacy, and enable access to networks and the Internet for instruction or instructional management. This would include, but not be limited to such items as computers, peripheral devices that integrate with technology, and other necessary accessories.

### **1.3 Furniture**

Can furniture used for educational technology hardware be purchased under the grant or included in the local match?

*Answer:* Yes. Classrooms must be functional and safe working environments for learning. Specially designed furniture for technology, including furniture to manage wires for communication and electricity, which accommodates the use of educational technology hardware may be purchased with grant funds or included in the local match if purchased with other funding.

### **1.4 Software**

What is included in software?

*Answer:* Software may include educational technology-based learning resources, computer software applications, interactive materials, telecommunications software, and network software. All of the software is designed for instruction or instructional management or to enable the technology hardware that supports instruction or instructional management to operate.

### **1.5 Technology infrastructure**

What is included in technology infrastructure?

*Answer:* Technology infrastructure may include wiring, routers, servers, and other equipment necessary to accommodate educational technology, hardware, and software.

### **1.6 Hiring Technology Coordinator**

Can the DHS Installation Grant funds be used for hiring a technology coordinator?

*Answer:* The legislation does not specifically preclude hiring a coordinator; however, it was not intended that one-time funds would be used to support salaried positions. The intent was that the Installation Grant would be used to acquire technology resources and provide for staff training.

### **1.7 Staff Training**

Can DHS Installation Grant funds be used for staff training?

*Answer:* Yes. In fact, the law requires that the installation project plan include staff training and curriculum development by school faculty.



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### **1.8 Computers in Classrooms versus Labs**

Is there any restriction on computers purchased under the DHS program being placed in classrooms versus computer labs?

*Answer:* No, however, the intent of the program is to impact student achievement by integrating technology in the academic curriculum of the school. The project application should clearly describe how technology is integrated in the curriculum in all subjects (over a specified time period) for all students and how students have access to computers throughout the school day, not just during courses such as keyboarding.

### **1.9. Computers for Administrative Offices**

Can computers be purchased for school site administrative offices using DHS funds?

*Answer:* Generally, no. However, if the computers are acquired for the school administrative office, they must be a direct, integral, and essential part of the instructional program in support of students and teachers. The administrative office also may be an alternative instructional site for students at the school where the computer is used for student instructional purposes.

### **1.10 Carryover of Installation Grant Funds**

Will there be any carryover allowed on the Installation Grant money? If yes, for how long?

*Answer:* The Installation Grant Project period is designed as a 12-18 month grant program. The technology plan submitted when applying for these funds will have identified the project plan implementation timeline. Schools will have three years to expend the funds: the year in which the grant is approved and two years following, which would end June 30, 2001. Please note that the high school will not be eligible for the Technology Support and Staff Training Grant until July 1, 2000 at the earliest and upon certification that the installation project has been completed.

### **1.11 Transfer of DHS Expenditures Across Categories**

If the actual costs for a DHS activity are less than originally anticipated in the Installation Grant Application, can the excess funds be used for other purposes?

*Answer:* Yes. But, it should be a very limited amount and consistent with the DHS plan. Additional guidelines are noted above in this appendix under "Budget Revisions." Some purchases and donations are bound to come in higher and some lower than anticipated. E-Rate and the changing costs of technology hardware are just two factors that will make budgeting difficult to be exact.

### **1.12 Staff Stipend for Staff Development Training**

Can a district or county office pay a stipend to staff for doing the staff development training?

*Answer:* Yes. DHS funds can be used for staff training. But again, these are one-time funds and were not intended to be used for salaried positions. During the Installation phase, local match funds may include consultant fees and other contract personnel expenses for staff training and curriculum development provided they do not include the salaries of teachers, administrative, and classified employees.

### **1.13 District Providing Advance Monies**

If a school district is willing to advance monies to its Digital High School sites pending final approval of their plans by the State, is this acceptable?

*Answer:* No. The Digital High School Grant Program is a non-formula grant program for which each grant will have a beginning expenditure date that is dependent upon State Board approval of each individual application. Only expenditures that occur after the approval date can be charged to the grant. Whether the district wishes to advance funds is, however, a local management decision.

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**1.14 Security Screens (and other facilities expenditures)**

Can DHS funds be used for security screens over windows of classrooms to protect the computers from being stolen or vandalized? What about other security items? Other facilities improvements like air conditioning?

*Answer:* No. Security, facility maintenance and improvement is the responsibility of the school site

for all buildings and resources, not for payment with DHS funds or counted in meeting the local match requirement. Appropriate expenses for DHS funds would not include air conditioning, security screens for the windows, or other security items such as room motion detectors or alarm systems. Appropriate expenses include hardware, software, infrastructure and furniture directly associated with the DHS related educational technology.

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Appendix F:

**Technology Installation Grant**  
**1998-99**  
**Application Submission Timelines**

	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>	<b>Cycle 4</b>
School submits application to CTAP	November 9, 1998	January 11, 1999	February 16, 1999	March 15, 1999
CTAP Completes Review and Comment, Notifies School and Submits Application to ETAC if ready for review	December 7, 1998	February 8, 1999	March 15, 1999	April 12, 1999
ETAC Reviews Application for Recommendation for Funding	January 4-8, 1999	March 8-12, 1999	April 12-16, 1999	May 10-14, 1999
State Board of Education Review for Funding Approval	February 9-11, 1999	April 7-9, 1999	May 12-14, 1999	June 9-11, 1999

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## Rubric for Meeting Statewide Application Standards Digital High School Program

<b>I. Vision</b>				
<ul style="list-style-type: none"> <li>• Vision of successful implementation three years out</li> <li>• School's view of successful results for staff and students               <ul style="list-style-type: none"> <li>• Student learning results</li> <li>• Changing role of high school teachers</li> <li>• What will be different</li> </ul> </li> </ul>				
<b>II. Strategic Goals and Objectives</b>		<b>Exceeds Standard (Exemplary Features)</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>
<ul style="list-style-type: none"> <li>• Goals and objectives for student achievement</li> <li>• Goals and objectives for staff development</li> <li>• How goals will be met</li> <li>• Benchmarks for three years consistent with timeline</li> <li>• Student achievement aligned with curriculum master plan</li> </ul>		<ul style="list-style-type: none"> <li>○ Goals are ambitious but attainable yielding significant improvement above current levels of student achievement .</li> <li>○ Goals are ambitious but attainable yielding significant improvement above staff levels of technology proficiency.</li> <li>○ Goals are broad and comprehensive, clearly focusing on teaching and learning needs of all students and academic content standards.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goals and objectives are attainable and measurable.</li> <li>○ Goals and objectives are attainable and measurable.</li> <li>○ The plan describes how the goals and objectives will be achieved.</li> <li>○ Benchmarks for student achievement and staff development are reasonable for the three-year period.</li> <li>○ Goals for student achievement (computer knowledge and skills and academic achievement) are aligned with curriculum goals.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goals are not specific, readily measurable, or attainable. Goals for student achievement are omitted or incomplete.</li> <li>○ Goals are not specific, readily measurable, or attainable. Goals for staff development are omitted or incomplete.</li> <li>○ The plan omits how the goals and objectives will be achieved.</li> <li>○ Benchmarks are vague or are not consistent with overall project plan.</li> <li>○ Goals are loosely tied to district curriculum. Goals are equipment based instead of based on learning results.</li> </ul>
<b>III. Project Plan A. Program</b>		<b>Exceeds Standard (Exemplary Features)</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>
1. <ul style="list-style-type: none"> <li>• How students will use these skills broadly to (1) enrich academic program, (2) access learning resources, (3) improve presentation of information, and (4) prepare for careers</li> </ul>		<ul style="list-style-type: none"> <li>○ The plan describes in detail how technology enhances the curriculum and specifically what a student using the technology will do in such an environment.</li> </ul>	<ul style="list-style-type: none"> <li>○ The plan specifically details how the curriculum can be enhanced by the use of technology to address the four areas noted and how students will participate.</li> </ul>	<ul style="list-style-type: none"> <li>○ The plan mentions curriculum integration and enhancement, but lacks detail or explanation of student's role.</li> </ul>

Note: "Exceeds Standard" describes characteristics in addition to what is described under the "Meets Standard" column.

<ul style="list-style-type: none"> <li>Computer knowledge and skills students expected to learn</li> </ul>	<ul style="list-style-type: none"> <li>The plan describes what and how all students are expected to reach a specified level of technology proficiency as they progress through the grades.</li> </ul>	<ul style="list-style-type: none"> <li>The plan clearly describes what computer knowledge and skills students will be expected to have as a result of the project and how this will be achieved.</li> </ul>	<ul style="list-style-type: none"> <li>The plan insufficiently describes the expected computer knowledge and skills students are expected to know.</li> </ul>
<p>2.</p> <ul style="list-style-type: none"> <li>How technology will be integral to curriculum, instruction, and assessment</li> <li>How technology will be consistent with content standards</li> </ul> <p>(a)</p> <ul style="list-style-type: none"> <li>Subject areas or academic skills given priority first year</li> <li>How integration will occur in other subject areas</li> </ul> <p>(b) Fair and appropriate access for all students, all subjects, and in every instructional classroom</p> <p>(c) Help teachers individualize the learning process</p> <p>(d) Appropriate level of resources</p>	<ul style="list-style-type: none"> <li>Students use technology frequently and comprehensively, and the plan explains or gives examples of how technology is essential for students to meet expected learning results. The plan references/coordinates with previous site planning documents, including Focus on Learning and WASC reports.</li> <li>Integration is consistent with the curriculum master plan and consistent with state academic content standards.</li> <li>The plan shows how technology is an integral part of the instructional delivery system in all of the curriculum areas.</li> <li>The plan addresses strategies of teaching and learning that can be enhanced as a result of technology integration.</li> <li>Regular planned access by students is an indispensable component of instruction and student learning. Appropriate technology is available in every learning environment.</li> <li>All teachers use technology to provide learning experiences tailored to the needs and interests of individual students.</li> <li>A wide variety of learning resources, including video programming, camcorders, software, Internet resources, and computers, are directly linked to improved student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Technology is presented as a means to further the academic goals of the core curriculum, instruction and assessment, rather than as an end in itself.</li> <li>The plan specifies how the use of technology is content-based and aligned with state academic content standards.</li> <li>The plan identifies which subject area(s) or academic skills in the context of academic subject areas will have priority for technology integration the first year and how other subjects will integrate technology in future years.</li> <li>A technology-rich environment is described but strategies for enhanced teaching may not be explored thoroughly.</li> <li>Access to technology is available to all students, teachers, and other school staff, in all subjects, and in alternative locations throughout the school where instruction or instructional management occurs. Access to instructional applications and Internet resources is available in every classroom designated for core curriculum content areas.</li> <li>The plan describes how technology will help teachers individualize the learning process.</li> <li>A variety and an adequate quantity of technology-based learning resources are appropriate and available to accomplish the plan. The plan describes how these resources will be used to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The plan focuses primarily on the acquisition of technology. Technology is viewed as a vehicle for teaching the mechanics of using computers.</li> <li>The plan does not link technology to the district curriculum master plan or state academic content standards.</li> <li>The plan does not describe what subject areas or skill areas in academic subjects will integrate technology in the first year.</li> <li>The plan does not describe what subject areas will integrate technology in subsequent years, or how all subject areas will be affected.</li> <li>Access is limited to specific technology classes, such as keyboarding, or use by special populations only, such as advanced or low achieving students.</li> <li>The plan omits or treats superficially how technology will assist teachers to individualize the learning process.</li> <li>The technology learning resources proposed are limited and underutilized for their potential.</li> </ul>

Note: "Exceeds Standard" describes characteristics in addition to what is described under the "Meets Standard" column.

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3. How school library media center ensures learning resources are available to students in all subjects, throughout the day	○ The school library media center is integral to the delivery of the instructional program. It provides access to a wide variety of learning resources integral to curriculum and instruction beyond the regular school hours. Access through LANs, WANs, and the Internet is provided. A credentialed full-time library media teacher collaborates with classroom teachers in planning, teaching, and assessing student work.	○ The school library media center has access to appropriate learning resources, including access to the Internet, and is available to all students, throughout the school day, for at least the subjects prioritized under A(2)(a). If the school does not have a school library media center, how students will receive the services and functions that would have been provided by such a center is described.	○ Technology learning resources are primarily located in separate labs or rooms and available only to students during technology classes. Provision for student access to support classroom learning is missing or superficial. A school library media center is not available on site and no alternate provision for services and functions is presented.
4. Information literacy skills (access, evaluate, use information) are incorporated into instructional activities in all subject areas	○ Information literacy skills are an indispensable component of the instructional delivery system. Students evaluate information from diverse resources for use in complex problems and cases.	○ Students learn information literacy skills in the course of the core curriculum by using a variety of resources including electronic resources.	○ The acquisition of information literacy skills is incidental rather than purposeful or is an optional component of the instructional program.
5. Access for all students with disabilities	○ Access for students with disabilities is ensured both in the regular classroom and in alternative sites, such as the school library media center. The school plans to offer advice and assistance to other schools related to assistive technology.	○ Needs of students with disabilities are matched with appropriate assistive technologies (such as alternative keyboards, screen readers, and word prediction software) to access technology-based learning resources.	○ Limited or no provision is made for students with disabilities to access technology-based learning resources. Descriptions of assistive technology are vague or incomplete, or not matched with student needs.

<b>B. Staff Development</b>	<b>Exceeds Standard (Exemplary Features)</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>
1. Objectives and plans, including: (a) <ul style="list-style-type: none"> <li>Staff's current knowledge and skills</li> <li>Extent to which technology will be used in curriculum</li> </ul> (b) Personal proficiency	○ The plan provides a detailed analysis of staff's current knowledge and skills relating to technology. The analysis is a tool that will drive the staff development program.  ○ The relationship between staff development objectives and the instructional program is clear. All subject areas are addressed.  ○ A continuum of personal proficiency and curriculum training will be offered in a manner and frequency that addresses the staff's individual needs and models and demonstrates integration of technology use in the curriculum. A plan is presented for the Installation Project period and for two years beyond.	○ The plan summarizes and analyzes the staff's current knowledge and skills relating to technology. The information is based on a survey of staff.  ○ Staff development objectives addressing the extent to which technology will be used in the curriculum are detailed for each academic subject area identified as a priority in the Program section above.  ○ Personal proficiency is offered on various software and Internet tools, including basic operations of various technologies, personal productivity tools, technology literacy applications, integration of technology tools and resources into curriculum, and classroom management applications.	○ A summary of current staff technology knowledge is limited or missing. Needs are determined informally or no needs assessment is completed.  ○ Staff development objectives for use in the curriculum are stated in general and specifics are missing.  ○ Personal proficiency is limited to a few software applications and/or omits use of the Internet.

Note: "Exceeds Standard" describes characteristics in addition to what is described under the "Meets Standard" column.

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(c) Curriculum training			<ul style="list-style-type: none"> <li>○ Curriculum training focuses on integrating information literacy skills and technology in specific academic areas, incorporating instructional strategies related to several technologies, and appropriate to the subject area and academic skill focus.</li> </ul>	<ul style="list-style-type: none"> <li>○ Curriculum training is not offered or does not focus on the integration of technology tools in the curriculum.</li> </ul>
2. Follow-up support over the next three years		<ul style="list-style-type: none"> <li>○ Specific support plans are articulated. Time is provided for ongoing staff development, including time to practice and learn to integrate new technologies into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>○ Specific support plans are articulated. This includes strategies for supporting staff as they implement components of the project over the next three years.</li> </ul>	<ul style="list-style-type: none"> <li>○ Support plans are mentioned, but do not have the detail or clarity to implement. Information is not provided for three years.</li> </ul>
3. How new staff will be supported		<ul style="list-style-type: none"> <li>○ New staff training needs are assessed; ongoing staff development and mentoring are provided.</li> </ul>	<ul style="list-style-type: none"> <li>○ Specific plans are described for training and supporting new staff as they are hired.</li> </ul>	<ul style="list-style-type: none"> <li>○ Plans for training and supporting new staff are vague or omitted.</li> </ul>

C. Technology Resources		Exceeds Standard (Exemplary Features)	Meets Standard	Needs Improvement
1. <ul style="list-style-type: none"> <li>▪ How existing and new hardware and software will be integrated</li> <li>▪ Number of classrooms and other instructional areas in the school are identified</li> </ul> 2. Current Telecommunications Infrastructure needs and how met by project		<ul style="list-style-type: none"> <li>○ New resources are described and their integration with existing resources to maximize the teaching and learning environment is explained. Software and technology-based resources to be purchased complement existing resources that are part of the plan.</li> <li>○ The infrastructure plan anticipates expanding demand for transmission speed, ports, electrical power, etc. over the next three or more years, and either provides sufficient capacity at the outset, or specifies how it will be added to avoid future erosion of service levels.</li> </ul>	<ul style="list-style-type: none"> <li>○ The plan explains utilization of existing hardware and integration with new acquisitions. All technology acquisitions are state-of-the-art and promote innovative uses of technology. Existing software is identified. Software, laserdiscs, videotapes, and other curriculum materials are identified and carefully chosen to match with curriculum goals and objectives of each subject. If some or all of the software to be purchased has not been identified, the process for selection must be described.</li> <li>○ The number of classrooms and other instructional areas is indicated.</li> <li>○ Infrastructure needs, including access to the Internet, are carefully detailed and addressed in the plan for students, teachers, and other school staff. Proposed telecommunications include access throughout the school in multiple locations, such as every classroom, the school library media center, as well as any alternative instructional sites.</li> </ul>	<ul style="list-style-type: none"> <li>○ New hardware is described but how it will be integrated with existing hardware is not explained. Software is not described in detail or how it will match the curricular goals.</li> <li>○ The plan is unclear about or omits the number of classrooms and other instructional areas.</li> <li>○ The relationship between infrastructure needs and plans for connectivity is not clear. Or, connectivity is not addressed at all.</li> </ul>

Note: "Exceeds Standard" describes characteristics in addition to what is described under the "Meets Standard" column.



3. How resources/information from Statewide Centralized Services will be used		<ul style="list-style-type: none"> <li>○ The plan describes how resources and services such as the California Instructional Technology Clearinghouse, SCORE sites, and statewide buying and licensing of video and distance learning will be used in the project.</li> </ul>	<ul style="list-style-type: none"> <li>○ The plan omits use of Statewide Centralized Services.</li> </ul>
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<b>D. Parents and Partnerships</b>	<b>Exceeds Standard (Exemplary Features)</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>
1. How all parents were invited and extent involved in developing plan	<ul style="list-style-type: none"> <li>○ A broad cross-section of parents was involved in the plan. Parent involvement is meaningful to the plan.</li> </ul>	<ul style="list-style-type: none"> <li>○ The plan describes how all parents were invited and the extent to which they were involved in the development of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>○ Only a few parents were invited to participate or parents had little or no involvement in developing the plan.</li> </ul>
2. How other partners were involved in developing plan			
3. How all partners will be involved in ongoing implementation and management	<ul style="list-style-type: none"> <li>○ Involvement of a broad cross-section of partners is an essential component of ongoing implementation and management of the project. Involvement of partners will substantially increase the likelihood of reaching project goals, including the use of interactive materials. Involvement goes beyond solely a financial commitment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Partners, particularly parents, take an active role in ongoing implementation and management of the project, including, but not limited to the design, development, acquisition, and implementation of interactive materials via the Internet or local/wide area networks. Some partnerships may include financial assistance.</li> </ul>	<ul style="list-style-type: none"> <li>○ The plan does not describe how the required partners were involved or omits required partners without explanation.</li> <li>○ The role of partners is not well defined. The plan stresses “who” but not “how” partners are involved. Assistance of all partners is limited to financial assistance only.</li> </ul>

<b>E. Sustainability</b>	<b>Exceeds Standard (Exemplary Features)</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>
1. Ongoing system development and support over the next three years	<ul style="list-style-type: none"> <li>○ Technical support is available locally and/or at remote locations. It is available on demand. Specific support plans are articulated for three years.</li> </ul>	<ul style="list-style-type: none"> <li>○ Specific support plans are articulated for three years, including plans for on-going equipment maintenance, repair, and replacement. Technology support, such as a school or district technology position, an organization of technical assistance personnel, a user group, or trained students, is available during school hours.</li> </ul>	<ul style="list-style-type: none"> <li>○ The plan omits or superficially addresses ongoing equipment, repair, and replacement. Sporadic technology support is provided. Technology support is limited to efforts of part-time staff or volunteers. Support plans are provided for less than three years.</li> </ul>

Note: “Exceeds Standard” describes characteristics in addition to what is described under the “Meets Standard” column.

2. • School district's commitment to sustained support	○ District policymakers and administrative staff have made a commitment to the long term, including all aspects: system maintenance, upgrading, training for technical support staff, and technical support for teachers. Support is available for extended hours beyond the regular school day.	○ The district is committed to providing ongoing maintenance and technical support for teachers after the Installation Project period, including network support. Support is available at least during school hours.	○ The school district commitment is omitted or limited to general oversight.
• School community's commitment to sustained support	○ A well-structured plan for community support is integral to the sustainability of the project.	○ A plan for community support complements district support.	○ The school community's ongoing support is not clearly defined.

<b>F. Project Management</b>	<b>Exceeds Standard (Exemplary Features)</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>
1. Project leadership structure and individuals responsible for coordinating project  2. • Responsible individuals identified for data collection, and ongoing planning and project modification  • Estimate of time	○ The project leadership has the knowledge and experience necessary to coordinate roles and resources from the school, parents, and the community. The decision-making structure provides for participation from all partners.	○ A clear description of key leadership personnel is provided.  ○ Individuals are designated for data collection and for ongoing planning and project modification throughout implementation. Roles and responsibilities are clearly delineated.  ○ Estimates of time are identified and realistic for the size of the project.	○ The description of key leadership personnel is unclear.  ○ The plan fails to identify individuals designated for data collection, and ongoing planning and project modification or only identifies those responsible for some of these responsibilities.  ○ Estimates of time are omitted or appear unrealistic.

<b>G. Local Evaluation</b>	<b>Exceeds Standard (Exemplary Features)</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>
1. Plan for evaluating effectiveness in meeting goals of: • computer knowledge and skills • academic achievement	○ An evaluation process and instrument(s) are described in detail, and are comprehensive in nature. Local evaluation complements and supplements data collected for the state level evaluation and addresses localized needs and circumstances. Assessment is timely and tied directly to objectives of computer knowledge and skills as well as academic achievement.	○ A realistic plan is provided to assess (1) students' basic computer skills ; and (2) pupil achievement in academic areas. Key indicators of success are identified.	○ An evaluation process is described, but lacks detail and comprehensiveness. It omits student achievement or technology proficiency. Links to goals and objectives are not readily apparent or are nonexistent.

**Note: "Exceeds Standard" describes characteristics in addition to what is described under the "Meets Standard" column.**

2. Data to be collected and how often		<ul style="list-style-type: none"> <li>○ Data are collected more frequently for one or more program elements than required.</li> </ul>	<ul style="list-style-type: none"> <li>○ State level data, as referenced in Appendix D, including progress reporting, are collected and reported every six months as required. STAR test data are included in the data to be collected. Local data is described and frequency of data collection noted.</li> </ul>	<ul style="list-style-type: none"> <li>○ What data will be collected and the frequency of data collection are unclear. STAR test data and state progress reporting data are not included in the data to be collected and reported as required.</li> </ul>
3. Plan for evaluating effectiveness of integrating technology into curriculum		<ul style="list-style-type: none"> <li>○ Evaluation of the integration of technology is specific to each subject area and provides feedback mechanisms for improving integration and staff development based on effectiveness results.</li> </ul>	<ul style="list-style-type: none"> <li>○ Evidence is to be collected on how technology is being integrated into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>○ Evaluation of the effectiveness of integrating technology is not planned.</li> </ul>

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## Appendix H:

### Digital High School Resources Directory

#### Application Development Services and Technical Assistance Resources

This Resources Directory describes support services and resources for the Digital High School Education Technology Grant Program. It will be posted on the CTAP Web site and will be updated periodically at <<http://ctap.k12.ca.us>>.

The following organizations and online Internet Web sites will offer application development services, technical assistance, and information resources that should be useful to participating Digital High Schools. School staff are encouraged to contact the California Technology Assistance Project and to consider these resources as they begin to develop their project applications.

1. Application Development Services:  
California Technology Assistance Project (CTAP)

Although no school selected to participate in the Digital High School grant process is required to seek assistance, the California Technology Assistance Project (CTAP) has personnel available to assist schools during their technology planning and application development process, as well as during the implementation stage. It is likely that participating schools will be able to collaborate, to discuss various organizational strategies, to exchange curriculum development resources, and to offer joint staff development activities. All of these types of services can be facilitated through CTAP. Each participating school will be invited to attend specific Digital High School planning and application development

seminars to be scheduled by CTAP in each of the 11 CTAP Regions.

- **CTAP Digital High School Grant Coordinators:** See list included in this appendix. These are your local contacts for the Digital High School Program.
- **CTAP Web Site:**  
<<http://www.ctap.k12.ca.us>>  
This is the central CTAP Web location which will direct you either to your CTAP region's Web site to obtain local information or to statewide curriculum Web sites including Schools of California Online Resources for Education (four curriculum collections) and the California Instructional Technology Clearinghouse (see below).
- **CTAP Statewide Services:** (See CTAP Web sites)
- **CTAP Regional Services and Technical Assistance:**  
The California Technology Assistance Project, a statewide education technology leadership initiative, is a partnership involving the California Department of Education, county offices of education under the auspices of the California County Superintendents Educational

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Services Association (CCSESA), school districts, and schools. Each year, CTAP project applications, which detail the activities of each region, are submitted to the ETAC for approval and funding. The ETAC forwards its recommendations to the California State Board of Education for approval.

CTAP is prepared to conduct orientation seminars regarding requirements for Digital High School applicants. Each region will conduct project application workshops at

various locations within their region. In addition, technical assistance for individual schools will be available. Informal critiquing of draft applications will be scheduled prior to formal submission of the application for review and comment by a designated CTAP project application review team. Budget planning workshops and other specific topical workshops may also be held if project applicants in each region (or adjoining regions) are interested.

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## The California Technology Assistance Project (CTAP)

### Regional Digital High School Grant Coordinators and County Contacts

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#### **North Coast/Region 1 (5 Counties)**

- **Regional DHS Coordinator:** Barbara Starr, Director, Education Technology, Mendocino Co. Office of Education

TEL.: 707-463-4835

FAX: 707-462-0379

CTAP e-mail: [bstarr@mcoe.k12.ca.us](mailto:bstarr@mcoe.k12.ca.us)

- **Region 1 County Contacts:**

Del Norte: Gerry Riley 707-464-0380

Humboldt: Cathy Dickerson 707-445-7088

Lake: Dave Geck 707-263-3080 x122

Mendocino: Barbara Starr 707-463-4835

Sonoma: Barbara Duffy 707-524-2834

Sonoma: Rick Phelan 707-524-2847

- **Region 1 Web site:** <<http://ntap.k12.ca.us>>

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#### **Northeastern/Region 2 (9 Counties)**

- **CTAP DHS Coordinator** Ben Anderson, Director, CTAP Region 2  
Butte County Instructional Resources Center  
5 County Center Drive, Oroville, CA 95965

TEL.: 530-538-6358

FAX: 530-538-7846

CTAP e-mail: [andersb@ecst.csuchico.edu](mailto:andersb@ecst.csuchico.edu)

- **Region 2 Counties:**

Butte Shasta

Glenn Siskiyou

Lassen Tehama

Modoc Trinity

Plumas

- **Region 2 Web site:**  
<<http://www.ctap2.bcoe.butte.k12.ca.us>>

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### **Capital/Region 3 (10 Counties)**

- **Regional Representative** Barbie Ross, Coordinator  
Sacramento County Office of Education  
9738 Lincoln Village Drive, Sacramento, CA 95827

TEL.: 916-228-2648

FAX: 916-228-2360

CTAP e-mail: [bross@sac-co.k12.ca.us](mailto:bross@sac-co.k12.ca.us)

- **CTAP DHS Grant Coordinator:** Peg Bettchev

TEL.: 916-228-2646

FAX: 916-2282404

Pager: 916-535-7036

CTAP e-mail: [pegb@aol.com](mailto:pegb@aol.com)

- **Region 3 Counties:**

Alpine Sacramento

Colusa Sierra

El Dorado Sutter

Nevada Yolo

Placer Yuba

- **Region 3 Web site:** <http://www.ctap3.org>

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### **Bay Area/Region 4 (7 Counties)**

- **Regional Representative:** Bonnie Marks, Director,  
Educational Technology (510-670-4168)

- **CTAP Grant Coordinators:** Gerald McMullin and  
Micheline Le Blanc  
Alameda County Office of Education  
313 W. Winton Avenue, Hayward, CA 94544-1198

TEL.: 510-670-4165 (Gerald) and 510-670-7704 (Micheline)

FAX: 510-670-4161

CTAP e-mail:

[Gerald\\_mcmullin@alameda-coe.k12.ca.us](mailto:Gerald_mcmullin@alameda-coe.k12.ca.us)

[Micheline\\_leblanc@alameda-coe.k12.ca.us](mailto:Micheline_leblanc@alameda-coe.k12.ca.us)

- **Region 4 County Contacts:**

Alameda: Greald McMullin 510-670-4165

Contra Costa: Matt Huston 925-942-5399

Marin: Mary Buttler 415-499-5866

Napa: Susan Wight 707-253-6999

San Francisco: Mary Ellen

McDonnell 415-759-2970

San Mateo: Joe Becerra 415-802-5444

Solano: Marc Monachello 707-421-6541

- **Region 4 Web site:** <http://www.ctap4.org>

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### **El Camino/Region 5 (4 Counties)**

- **Regional Representative:** Jan Half, Director, CTAP  
Region 5, [jan\\_half@sccoe.k12.ca.us](mailto:jan_half@sccoe.k12.ca.us), 408-453-6520

- **CTAP DHS Grant Coordinator:** Kathleen Steele  
Santa Clara County Office of Education  
1290 Ridder Park Drive  
San Jose, CA 95131-2398

TEL.: 408-453-6764

FAX: 408-453-6875

CTAP e-mail:

[Kathleen\\_Steele@exchange.sccoe.k12.ca.us](mailto:Kathleen_Steele@exchange.sccoe.k12.ca.us)

- **Region 5 Counties:**

Monterey

San Benito

Santa Clara

Santa Cruz

- **Region 5 Web site:**  
<http://www.etc.sccoe.k12.ca.us/CTAP/CTAP.html>

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### **Delta-Sierra/Region 6 (5 Counties)**

- **Regional Representative:** Bob Gausman, Director  
CTAP Region 6 and Technology Coordinator  
Stanislaus County Office of Education  
801 County Center Three Court, Modesto, CA 95355

TEL.: 209-525-5135

FAX: 209-525-6962

CTAP e-mail: [bgausman@stan-co.k12.ca.us](mailto:bgausman@stan-co.k12.ca.us)

- **Region 6 Counties:**

Amador Stanislaus

Calaveras Tuolumne

San Joaquin

- **Region 6 Web site:**  
<http://ctap6.stan-co.k12.ca.us>

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### **Central Valley/Region 7 (6 Counties)**

- **CTAP DHS Coordinator:** Gary Quiring  
Fresno County Office of Education  
County Schools Administration Building  
1111 Van Ness Avenue, Fresno, CA 93721  
  
TEL.: 209-265-3082  
FAX: 209-237-3525  
CTAP e-mail: [gquiring@fcoe.k12.ca.us](mailto:gquiring@fcoe.k12.ca.us)

- **Region 7 County Contacts:**

Fresno:	Eileen Walters	209-265-3087
Kings:	Jim Shaver	209-584-1441 x2934
Madera:	David Hoffman	209-673-6051 x221
Mariposa:	Sue Overstreet	209-742-0228
Merced:	Sharon Twitty	209-381-6632
Tulare:	Glenn Williams	209-651-3047
- **Region 7 Web site:** <<http://ctap.fcoe.k12.ca.us>>

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### **Costa Del Sur/Region 8 (4 Counties)**

- **Regional Representative:** Cliff Rodrigues, Director,  
Ventura COE  
570 Airport Way  
Camarillo, CA 93010  
  
TEL.: 805-388-4414  
FAX: 805-388-4427  
CTAP e-mail: [crodrigues@vcss.k12.ca.us](mailto:crodrigues@vcss.k12.ca.us)

- **Region 8 County Contacts:**

Kern:	Chris Doyle	805-636-4331
San Luis Obispo:	Gary Schonfeldt	805-543-7732
Santa Barbara:	Judy Headley	805-964-4711 x5247
Ventura:	Loren Nibbe	805-388-4408
- **Region 8 Web site:**  
<<http://www.ctap.k12.ca.us/Region8>>

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### **Southern/Region 9 (3 Counties)**

- **CTAP DHS Grant Coordinator:** Jim Mathewson  
San Diego County Office of Education  
6401 Linda Vista Road, San Diego, CA 92111-7399  
  
TEL.: 619-292-3639  
FAX: 619-467-1549  
CTAP e-mail: [mathews@sdcoe.k12.ca.us](mailto:mathews@sdcoe.k12.ca.us)

- **Region 9 County Contacts:**

Imperial:	Todd Finnell	760-339-6402
Orange:	Susanna Prentice	714-966-4170
San Diego:	Jim Mathewson	619-292-3639
- **Region 9 Web site:**  
<<http://www.sdcoe.k12.ca.us/ctap.html>>

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### **RIMS/Region 10 (4 Counties)**

- **CTAP DHA Grant Coordinator:** Tiffany Hamilton-Adamson  
San Bernardino County Superintendent of Schools  
601 North E Street  
San Bernardino, CA 92410-3093  
  
TEL.: 909-387-3813  
FAX: 909-387-4941  
CTAP e-mail: [tadamson@rims.k12.ca.us](mailto:tadamson@rims.k12.ca.us)

- **Region 10 Counties:**  
Inyo  
Mono  
Riverside  
San Bernardino
- **Region 10 (RIMS) Web site:**  
<<http://rims.k12.ca.us>>



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### **Los Angeles/Region 11 (1 County)**

- **CTAP DHS Grant Coordinator:** Vic Placeras  
Technology for Learning  
Los Angeles County Office of Education  
9300 Imperial Highway, Downey, CA 90242-2890  
TEL.: 562-401-5382  
FAX: 562-922-6602  
CTAP e-mail: [placerasd\\_vic@laoe.edu](mailto:placerasd_vic@laoe.edu)

- **Region 11 Web site:**  
<<http://www.ctap.k12.ca.us/Region 11/>>
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## 2. Technical Assistance Resources

### **A California Multiple Award Schedule (CMAS)**

- **Contact:** Tracy Neuner, Customer  
Account Manager K-12  
Department of General Services  
(State of California)  
California Multiple Award  
Schedule 1500 Fifth Street,  
Suite 116  
Sacramento, CA 95814  
Tel.: 916-445-3581  
Fax.: 916-322-2055  
[tneuner@dgs.ca.gov](mailto:tneuner@dgs.ca.gov)
- **Web site:**  
<<http://www.pd.dgs.ca.gov/>>
- **Services:**  
The California Multiple Award Schedule (CMAS) Program enables California State agencies and local governments, under delegation from the Department of General Services, to streamline purchases by removing repetitive, resource intensive, costly and time consuming bid processes. CMAS contracts are established for information technology products and services, and non-information technology products (not services) like copiers and facsimile machines which have been competitively assessed, negotiated, or bid (product, service and cost compared). The contracts are structured to comply with most California procurement codes, guidelines, and policies, and provide for the highest level of contractual protection.

California educators simply shop for best value, place orders directly with suppliers, and proceed with their business. CMAS has over 1,500 contracts currently available and staff are working with several educational associations, county offices of education, and school districts to award contracts to “suppliers of choice” for education customers.

### **B. Computer-Using Educators, Inc. (CUE):**

Computer-Using Educators, Inc., through its Regional Affiliates, is the largest nonprofit professional organization of K-12 teachers focused exclusively on the use of technology in classrooms. Through CUE conferences, newsletters, and Regional Affiliate programs, they plan to support CTAP and the Digital High School program with information on technology planning in schools, places to visit to view exemplary programs, business-school partnerships, telecommunications strategies, hardware and software evaluation, and curriculum integration planning.

- **Contact:**  
Primary contact for CUE technical assistance resources will be through the CUE Web site, and through collaborative programs in conjunction with the eleven CTAP regional consortia. The CUE, Inc. Executive Director is Bob Walczak.  
  
Computer-Using Educators, Inc.  
1210 Marina Village Parkway  
Alameda, CA 94501  
Telephone: 510-814-6630

- **CUE Web site:** <<http://www.cue.org>>
- **CUE Services:**
  1. The CUE Web site resources will include:
    - A directory of education foundations which have services to support Digital High School participants. CUE will maintain Internet pointers to the foundations' Web sites or to their telephone numbers.
    - A directory of technology vendors of hardware and software (initially prepared in cooperation with CUE's conference exhibitors) with pointers to their Web site services.
    - Leadership Seminars to provide school (technology) planning skills.

2. CUE Coordination with Foundations and Vendor Services:
 

CUE, Inc. will organize some type of "clearinghouse" function for ALL vendors and foundations interested in offering support and services to schools participating in the Digital High School program. Those wanting to have an entry considered for inclusion in this clearinghouse resource should send an e-mail request to Bob Walczak, Executive Director, via the following e-mail address: [rwalcza@telis.org](mailto:rwalcza@telis.org). More details and instructions regarding this service will be provided in return to the designated contact e-mail address provided by the interested entity.

- C. **California School Library Association (CSLA) "Learning through Books, Media, and Technology"**

CSLA is an association of school library media teachers, classroom teachers, specialists in curriculum, media, and educational technology, and others who

share a common commitment to teaching all California students using the rich resources of school libraries. Through its activities the association seeks to prepare students to be life-long independent learners equipped to compete and succeed as students, as workers, and as members of a dynamic multi-cultural society.

- **Contact:**

The primary resource for information and assistance will be through the CSLA Web site and through CSLA representatives listed below in conjunction with the eleven CTAP regions.

California School Library Association  
1499 Old Bayshore Highway, Suite 142  
Burlingame, CA 94010  
Telephone: 650-692-2350
- **CSLA Web site:**  
<<http://www.schoollibrary.org>>
- **CSLA Representatives by CTAP Region:**

<b>Region 1</b>	Barbara Duffy Sonoma County Office of Education 707-524-2834 <b><a href="mailto:bduffy@metro.net">bduffy@metro.net</a></b>
<b>Region 2</b>	Barbara Carey Butte County Office of Education 916-538-7393 <b><a href="mailto:bcarey@bcoe.butte.k12.ca.us">bcarey@bcoe.butte.k12.ca.us</a></b>
<b>Region 3</b>	Lynda Lincoln Woodland Joint U.S.D. 530-662-0201 Extension 381 <b><a href="mailto:llincoln@ix.netcom.com">llincoln@ix.netcom.com</a></b>
<b>Region 4</b>	Nancy Rowell San Mateo County Office of Education 415-802-5653 <b><a href="mailto:nrowell@ed.co.sanmateo.ca.us">nrowell@ed.co.sanmateo.ca.us</a></b>

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- |                  |  |
|------------------|--|
| <b>Region 5</b>  | Mark Gordon<br>Consultant<br>408-458-2208<br><a href="mailto:mgordon@cruzio.com">mgordon@cruzio.com</a>  |
| <b>Region 6</b>  | Ruth Smith<br>Stanislaus County Office<br>of Education<br>209-525-4990<br><a href="mailto:vrsmith@stan-co.k12.ca.us">vrsmith@stan-co.k12.ca.us</a>             |
| <b>Region 7</b>  | Jo Ellen Misakian<br>Fresno County Office<br>of Education<br>209-265-3091<br><a href="mailto:jmisaki@fcoe.k12.ca.us">jmisaki@fcoe.k12.ca.us</a>                |
| <b>Region 8</b>  | Chris Doyle<br>Kern County Office<br>of Education<br>805-636-4331<br><a href="mailto:cdoyle@kern.org">cdoyle@kern.org</a>                                      |
| <b>Region 9</b>  | Catie Somers<br>Marston Middle School<br>619-581-1763<br><a href="mailto:csomers@mail.sandi.net">csomers@mail.sandi.net</a>                                    |
| <b>Region 10</b> | Mary Liette<br>Riverside County Office<br>of Education<br>909-788-6684<br><a href="mailto:mliette@internet.rcoe.k12.ca.us">mliette@internet.rcoe.k12.ca.us</a> |
| <b>Region 11</b> | Bob Wilson<br>Los Angeles Unified School<br>District<br>213-625-6486<br><a href="mailto:rwilson@lausd.k12.ca.us">rwilson@lausd.k12.ca.us</a>                   |
- **CSLA Services:**  
CSLA's Educational Technology and Curriculum Committee representatives are available to offer information on:
    - Technology use in school libraries;
    - Integration of information literacy skills and library print, media, and technology resources into curriculum and instruction;

- Places to look at exemplary library programs;
- Samples of acceptable use policies and resource selection policies;
- Samples of technology skills continuums;
- List of reliable selection tools;
- Technology configuration samples commonly found in school libraries (e.g. online catalogs, networked databases, stand-alone CD-ROM stations, networked resources to classrooms).

#### **D. CompuMentor, Inc.**

- **Contact:** CompuMentor  
89 Stillman Street  
San Francisco, CA 94107  
415-512-7784 or 800-659-3579  
Fax: 415-512-9629  
Email:  
[realperson@compumentor.org](mailto:realperson@compumentor.org)
- **CompuMentor Web site:**  
<<http://www.compumentor.org>>
- **CompuMentor Services:**  
In operation since 1987, CompuMentor is a San Francisco-based national nonprofit organization. Its goal is to help schools and nonprofits use technology appropriately and effectively in support of their missions. Compumentor has two programs for schools and nonprofits:
  - CompuMentor's Mentor Matching Program specializes in recruiting technically skilled volunteer mentors and matching them to projects with schools and nonprofits that need their specific talents. Compumaster will work with you to sort out your computer needs and find a mentor with just the right skills for your project.

- CompuMentor's Software Program makes software available to schools and nonprofits for nominal fees.

Contact CompuMentor for more information on either of these programs.

#### E. TECHCorps

- **Contact:** John Cradler, Director  
Educational Support Systems  
406 Glendale  
San Mateo, CA 94402  
Tel.: 650-344-7046  
Fax: 650-344-3604  
E-mail: [cradler@earthlink.net](mailto:cradler@earthlink.net)
- **Web site information:**  
California TECHCorps:  
Under construction  
United States TECHCorps:  
<<http://www.ustc.org>>
- **Services:**  
The California TECHCorps organization will facilitate school-business partnerships; provide information about alternative education technology funding sources (state and federal); and help organize business participation in technology integration planning seminars to be provided by CTAP regional assistance services.

#### F. Learning Resource Display Centers (LRDCs)

Learning Resources Display Centers are housed at 24 sites throughout California. LRDCs have all the State Adopted Instructional Materials K-8 and some sites have instructional materials for grades 9-12 available for review. Educators and community members will also find other materials pertaining to K-12:

1. California Department of Education publications
2. Research studies on curricular areas
3. Teacher-evaluated software resources

4. Selection and evaluation policies and procedures
5. Legal compliance requirements
6. Legislation dealing with Instructional Materials Funding (IMF)

- **Contact:** Penny Kastanis, Chair  
Learning Resource Display Center  
Directors  
Sacramento County Office of  
Education  
Tel: (916) 228-2344
- **Web site address for regional LRDCs:**  
<http://www.cde.ca.gov/cilbranch/eltdiv/lrdc.html>

3. Technology in the Curriculum: Curriculum Integration and Planning Resources

#### A. Online Curriculum Resources

1. **Schools of California Online Resources for Education (SCORE) Projects (Administered by CTAP)**

##### Curriculum area Web site addresses:

- English Language Arts  
<<http://www.sdcoe.k12.ca.us/score/cla.html>>
- History/Social Science  
<<http://www.rims.k12.ca.us/SCORE/>>
- Mathematics  
<<http://www.kings.k12.ca.us/math/>>
- Science  
<<http://intergate.humboldt.k12.ca.us/score/>>

2. **California Instructional Technology Clearinghouse**

- **Contact:** John Vaille, Director  
California Instructional  
Technology Clearinghouse  
Stanislaus County Office  
of Education

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801 County Three Court  
Modesto, CA 95355  
209-525-4979

- **Web site address:**  
<<http://clearinghouse.k12.ca.us>>
- **Services:**  

For the past 13 years, the Clearinghouse has assisted California educators identifying high-quality technology resources. If an instructional program marketed to schools uses a computer, a VCR, or laser disc player, the Clearinghouse has screened and evaluated it for use in California. Each of the listed programs has been found to be effective, technically excellent, and appropriate for use in California classrooms. The Clearinghouse's Web site contains a continuously updated database of program descriptions for these instructional technology resources. Their searchable, online database now includes annotations and curricular applications for more than 2,000 recommended programs.
- 3. **Clearinghouse Software Resource Centers**  

The Clearinghouse and County Offices of Education (COEs) have established 17 Software Resource Centers (SRCs) to assist teachers in their search for high quality software that matches their curricular needs and teaching style. Each center is a collection of Clearinghouse-recommended software for teachers to preview and evaluate.

For a list of currently available programs, click the "Preview copy available at Software Resource Centers" box on the Clearinghouse's search page:  
<<http://clearinghouse.k12.ca.us>>

**B. Selected Online Technology Use Planning Resources:**

- *Smart Valley Smart Schools, Technical Guidebook for Schools*, Smart Valley Inc., 1995  
  
**Internet source:**  
<<http://www.svi.org/netday/info/guidebook>>
- *K-12 Network Planning Guide*, California Department of Education, 1994  
**Internet source:**  
<<http://www.cde.ca.gov/ftpbranch/retdiv/k12/ntpg/>>
- *Donated Computers in K-12 Education: A Handbook of Recommended Considerations*  
Description: A publication of the Education Council for Technology in Learning (ECTL), which provides recommendations to consider in accepting and using used computers in schools.  
**Internet source:**  
<[http://www.cde.ca.gov/ftpbranch/retdiv/ed\\_tech/ectl/](http://www.cde.ca.gov/ftpbranch/retdiv/ed_tech/ectl/)>
- *Developing Educational Standards for Schools*  
Description: This resource offers help in language to address educational standards, some of which relate to technology standards in academic content areas.  
**Internet source:**  
<<http://putwest.boces.org/standards.html>>
- *California Academic Content Standards*  
Description: This resource currently includes content standards for math and language arts adopted by the California State Board of Education.  
**Internet source:**  
<<http://www.cde.ca.gov/board/board.html>>

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Appendix I:

## Application Forms

The complete application and forms are available in PDF format under the California Department of Education's Web site:

[<www.cde.ca.gov/digitalhigh/>](http://www.cde.ca.gov/digitalhigh/)

Instructions for completing the forms are in the application packet on pages 5–11. The forms included in this Appendix are:

1. Application Cover Form DHS98-21
2. Assurances Form DHS98-22
3. Budget Forms DHS98-23A, DHS98-23B, DHS98-23C
4. Technology Inventory Form DHS98-24
5. Project Implementation Timeline Form DHS98-25
6. Governing Board Certification Form DHS98-26
7. Application Checklist
8. Specific Waiver Request (SW-1) form
9. Specific Waiver Instructions

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# Application for Funding 1998-99

## Digital High School Technology Installation Grant

### Step 1 - CTAP Review

Send original and seven copies to:

CTAP Region Representative - Region \_\_\_\_\_

☐ Combined application for more than four sites

#### CDE Use Only

Application Number

Project Start Date

Local Education Agency Name		Total State Funds Requested
Cnty-Dist-Sch (CDS) Code(s)	School Name(s)	
(1)		
(2)		
(3)		
(4)		
Primary Fiscal Agent/LEA Contact Person	Title	Phone
		E-mail
Primary Project Contact Person	Title	Phone
		Fax
		E-mail
Primary Project Contact Street Address	City	Zip Code

## Assurances

The local educational agency (LEA) shall assure that:

### Special Assurances


1. A local match that is not less than the amount of the grant will be provided, unless a modification or waiver of the local match requirement is granted by the California State Board of Education (EC § 52253(a) and 52254(a)(2)).
2. The local governing board of the LEA shall provide a certification that a majority of the certificated staff of the high school indicate their support for participation in this program (EC § 52255 (g)). A separate certification and minutes of the local governing board will be submitted with this application.
3. Before the completion of the Technology Installation Project, the following will be accomplished :
  - (a) Every classroom teacher and every library media teacher will have access to instructional applications and Internet resources using appropriate hardware and software in every classroom, including the school library media center.
  - (b) Every student will have access to instructional applications and Internet resources, using appropriate hardware and software in every classroom, including the school library media center;
    - Through access to these tools, teachers and students should give emphasis to use of appropriate technology and information resources integral to core curriculum content areas.
    - Access should also assure that students develop essential technology literacy skills as specified in the objectives.
  - (c) Services will be provided to staff and students of any continuation high school or alternative program that is included as a part of the comprehensive high school's project application on an equitable basis.
4. The school's project application addresses:
  - (a) staff development;
  - (b) ongoing technical support services;
  - (c) the integration of technology applications and tools into the core curriculum consistent with the curriculum master plan; and
  - (d) the services to be provided to staff and students of any continuation high school or alternative program that is included as a part of the comprehensive high school's application.
5. The school district has adopted a policy regarding access by pupils to Internet and on-line sites (EC § 51870.5).
6. The data from the State Testing and Reporting System (STAR) test for the 1998-99 fiscal year, and each subsequent fiscal year thereafter, administered in accordance with Article 4 (commencing with 60640) of Chapter 5 of Part 33 of the Education Code and the regulations implementing the STAR Program will be provided for purposes of the evaluation required by Education Code Section 52266.
7. Baseline data collection and subsequent progress reporting required by CDE will be completed.

### General Assurances

1. Programs and services are and will be in compliance with all applicable state laws and regulations prohibiting unlawful discrimination practices (GC § 11135, CCR T5 4960).
2. Programs and services for handicapped persons are and will be in compliance with the Individuals with Disabilities Education Act, § 613(a), and § 504 of the Rehabilitation Act of 1973.
3. The local agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state funds paid to that agency under this program.
4. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public (CA Public Records Act, GC § 6250 et seq.).
5. Auditable records of each participating school program will be maintained on file (EC § 62003, 62005, 62005.5).
6. The district board of trustees has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties (CCR T5 4600).

### Assurance Section:

I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that all requirements and assurances of the program will be met as a condition of grant funding.

Printed Name of Authorized Agent	Title	Phone
Signature 		Date

**Technology Installation Grant**  
**Budget Form: Object of Expenditure**

- ☐ Check if this is a budget revision. Date \_\_\_\_\_
- ☐ Check if small school local match requirement of \$300 per pupil applies.
- ☐ Check if Specific Waiver Request is being submitted (use Form SW-1).

Major Object of Expenditure Categories	Digital High School Funds (a)	Local Match Funds (b)	Total Funds by Object of Expenditure (a)+(b)
1000-1999 Certificated Personnel Salaries			
2000-2999 Classified Personnel Salaries			
3000-3999 Employee Benefits			
4000-4999 Books and Supplies			
5000-5999 Services and Other Operating Expenditures			
Indirect Costs at an established rate (excluding the 6000- 6999 category)			
6000-6999 Capital Outlay			
<b>Total Funds</b>			

**Technology Installation Grant  
Budget Form: Budget Narrative**

<b>Line Item Category</b>	<b>Narrative Description</b>
<b>1000-1999 Certificated Personnel Salaries (for DHS funds only)</b>	
<b>2000-2999 Classified Personnel Salaries (for DHS funds only)</b>	
<b>4000-4999 Books and Supplies (for DHS funds and local match resources)</b>	
<b>5000-5999 Services and Other Operating Expenditures (for DHS funds and local match resources)</b>	
<b>6000-6599 Capital Outlay (for DHS funds and local match resources)</b>	

## Technology Installation Grant

[illegible]

## Technology Inventory

### I. Computers

Please identify the number of computers by type that are currently in use in the following locations:

	<i>Computer Lab</i>	<i>Classroom</i>	<i>Library Media Center</i>	<i>Administrator's Office</i>	<i>Other Locations</i>
<b>Apple/Mac</b>					
a. Apple II/Ile/GS					
b. Mac LCII or earlier					
c. Mac LCIII (68030) or later					
d. Mac Quadra/Centris (68040)					
e. Mac Power PC					
f. Mac Powerbook					
g. Number of above that are Internet capable					
h. Number of above that are Multimedia equipped					
<b>PC Compatible</b>					
i. 286 or earlier					
j. 386					
k. 486					
l. Pentium (586-686)					
m. PC Lap Top					
n. Number of above that are Internet capable					
o. Number of above that are Multimedia equipped					

Number PCs running Windows '95? \_\_\_\_\_

Number of PCs running other versions of Windows? \_\_\_\_\_

### II. Workstations

Please provide the number and type of workstations

- a. Sun \_\_\_\_\_
- b. Silicon Graphics \_\_\_\_\_
- c. Other \_\_\_\_\_

### III. Peripherals

Please report the number of peripherals

- |                               |       |                        |       |                           |       |
|-------------------------------|-------|------------------------|-------|---------------------------|-------|
| a. CD ROM DOS                 | _____ | g. Dot Matrix Printers | _____ | n. Video Cameras          | _____ |
| b. CD ROM Mac                 | _____ | h. Laser Printers      | _____ | o. TV Monitors            | _____ |
| c. Digital Cameras            | _____ | i. Color Printers      | _____ | p. Graphing Calculators   | _____ |
| d. Scanners/Digitizers        | _____ | j. High-speed Copiers  | _____ | q. Scientific Calculators | _____ |
| e. Assistive/Adaptive Devices | _____ | k. Fax Machines        | _____ | r. Overhead Projectors    | _____ |
| f. Modems                     | _____ | l. VCR Units           | _____ | S. Computer Screen        | _____ |
|                               |       | m. Laserdisc Players   | _____ | Projectors (e.g., LCD)    | _____ |

**IV. Local Area Networks**

- a. Total number of networks \_\_\_\_\_
- b. How many are located at school sites?  
\_\_\_\_\_

**V. Wide Area Networks**

- a. Total number of wide area networks \_\_\_\_\_
- b. Type and number of equipment being used
1. Statistical multiplexor \_\_\_\_\_
  2. Bridge \_\_\_\_\_
  3. Router \_\_\_\_\_
  4. Other \_\_\_\_\_
- c. If the school site is connected to other buildings by a WAN, where is the school connected to (higher education, district offices, other school sites, other)?  
\_\_\_\_\_

**VI. Networked Terminals**

- a. How many networked computers are there?  
\_\_\_\_\_
- b. Where are they located?  
\_\_\_\_\_
- c. Are they used in instruction or administration?  
\_\_\_\_\_

**VII. Operating Systems**

Please indicate which of the following are being used:

- a. Mac OS \_\_\_\_\_
- b. DOS \_\_\_\_\_
- c. Windows 3.x \_\_\_\_\_
- d. Windows 95 \_\_\_\_\_
- e. Windows 97 \_\_\_\_\_
- f. Unix \_\_\_\_\_
- g. Other \_\_\_\_\_

**VIII. Telephone Systems**

Number of lines \_\_\_\_\_

**IX. Connectivity**

Please indicate the locations that are connected.

	<i>Yes</i>	<i>No</i>
a. District Offices	_____	_____
Payroll	_____	_____
Fiscal Services	_____	_____
Budget	_____	_____
Administrator's Office	_____	_____
Human Resources	_____	_____
Transportation	_____	_____
Warehouse	_____	_____
Student Services	_____	_____
Curriculum and Instruction	_____	_____
Attendance	_____	_____

- b. Number of schools connected \_\_\_\_\_

- c. Number of classrooms connected \_\_\_\_\_

Indicate other locations at the school site.

	<i>Yes</i>	<i>No</i>
Administrator's Office	_____	_____
Attendance Office	_____	_____
Guidance/Counseling Office	_____	_____

- d. Are the schools connected to the District Office? Yes \_\_\_\_\_ No \_\_\_\_\_
- e. How many schools do you expect to connect in the next three years? \_\_\_\_\_
- f. How many classrooms do you expect to connect in the next three years? \_\_\_\_\_
- g. Are the schools connected to one another? Yes \_\_\_\_\_ No \_\_\_\_\_
- h. Is the District connected to the County Office of Education? Yes \_\_\_\_\_ No \_\_\_\_\_
- i. Indicate which of the following you are using:
1. T-1 lines \_\_\_\_\_
  2. Frame Relay \_\_\_\_\_
  3. ISDN \_\_\_\_\_
  4. Modem \_\_\_\_\_
  5. Other \_\_\_\_\_

**Cabling**

Please indicate the number of locations that:

1. Have been cabled for voice, data and video  
\_\_\_\_\_
2. How many locations do you plan to cable for voice data and video in the next three years?  
\_\_\_\_\_
3. At how many locations on the school site can the Internet be accessed? \_\_\_\_\_

### School Site Inventory Addendum

	<i>Number Currently Available</i>	<i>Number in Plan</i>
<b>Teachers:</b>		
Computers with multimedia and Internet capabilities for exclusive use by teachers in classrooms		
Computers with multimedia and Internet capabilities for exclusive use by teachers elsewhere		
Other computers for exclusive use by teachers in classrooms		
Other computers for exclusive use by teachers elsewhere		
<b>Other Staff/Administrators:</b>		
Computers with multimedia and Internet capabilities for exclusive use by other staff/administrators		
Other computers for exclusive use by other staff/administrators		
<b>Students:</b>		
Computers with multimedia and Internet capabilities accessible to students in classrooms		
Computers with multimedia and Internet capabilities accessible to students in computer labs		
Computers with multimedia and Internet capabilities accessible to students in shared or common space (e.g., library)		
Other computers accessible to students in classrooms		
Other computers accessible to students in computer labs		
Other computers accessible to students in shared or common space (e.g., library)		



[illegible]

## Local Governing Board Certification

Program

**Digital High School Technology Installation Grant**

County-District-School (CDS) Code

Local Education Agency (District or County Office) Name

School Name

The \_\_\_\_\_ school board certifies that a majority of the certificated staff of the high school indicate their support for participation in the Digital High School Program.

Printed Name of Governing Board President

Date

Signature of Governing Board President

(Include minutes of the board meeting indicating the vote of the local board.)

---

## Application Checklist (in order of presentation)

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>❑ Application Cover Form DHS98-21<ul style="list-style-type: none"><li>✓ All boxes complete</li><li>✓ Correct CDS code(s) obtained from local business office</li></ul></li><li>❑ Abstract<ul style="list-style-type: none"><li>✓ Not more than two pages</li><li>✓ Pages numbered i and ii</li></ul></li><li>❑ Project Narrative<ul style="list-style-type: none"><li>✓ Not more than 15 pages</li><li>✓ Pages numbered sequentially 1-15</li><li>✓ Each section and subsection numbered (IVA.2., etc.)</li><li>✓ Each element in the rubric addressed at the “Meets Standard” level or above</li><li>✓ Multiple sites, if applicable, addressed in each section</li></ul></li><li>❑ Assurances Form DHS98-22<ul style="list-style-type: none"><li>✓ Signed by Authorized Agent</li></ul></li><li>❑ Budget Forms DHS98-23A, DHS98-23B, DHS98-23C<ul style="list-style-type: none"><li>✓ Local match resources totals on DHS98-23A and DHS98-23C reconcile</li></ul></li><li>❑ Technology Inventory Form DHS98-24<ul style="list-style-type: none"><li>✓ Separate site inventories for multiple site applications</li></ul></li></ul> | <ul style="list-style-type: none"><li>❑ Project Implementation Timeline Form DHS98-25<ul style="list-style-type: none"><li>✓ Three year timeline</li><li>✓ Benchmarks for each plan section (program, staff development, technology resources, parents and partnerships, sustainability, and evaluation).</li></ul></li><li>❑ Governing Board Certification Form DHS98-26<ul style="list-style-type: none"><li>✓ Signed by Board President</li><li>✓ Names all sites addressed by the application</li></ul></li><li>❑ Minutes on certificated staff support<ul style="list-style-type: none"><li>✓ Copy of minutes or excerpt included</li><li>✓ States the action taken by the local governing board certifying a majority of certificated staff at the school site(s) approve participation in the program</li></ul></li><li>❑ General Items<ul style="list-style-type: none"><li>✓ Original not bound or stapled</li><li>✓ Order of presentation is correct</li><li>✓ No appendices, only required items</li><li>✓ Diskette of project application included</li><li>✓ Original plus seven copies sent to CTAP for review</li></ul></li></ul> |
|---|---|

**SPECIFIC WAIVER REQUEST**

Check one: **First time waiver** ☐  
**Renewal waiver** ☐

SW-1 (7/98)

Return to: California Department of Education (Waiver Office)  
 721 Capitol Mall, Suite 613  
 Sacramento, CA 95814  
 (916) 654-6853

**All blocks and parts of this request are to be completed as specified in the Instructions for this form. Incomplete forms will be returned for required information.**

CDS CODE

LEA:	Contact/recipient of approval/denial notice:		
Address:	(City)	(State)	(ZIP)
Period of request: From:			To:
Local board approval date for both First Time and Renewal Waivers:			Phone (and extension if necessary) : ( )

**PART I. LEGAL CRITERIA**

1. **Authority for the Waiver:** ☐ Specific Code Section \_\_\_\_\_ ☐ Special Education Code Section \_\_\_\_\_  
 Write the E.C. section citation which **allows** you to request, or **authorizes** the waiver of the specific E.C. section you want to waive.  
**NOTE: Due to new regulations and Education Code interpretation, Resource Specialists caseload waivers may no longer be filed on this form; you must use the General Waiver form and the Union must be consulted.**
2. **Education Code or California Code of Regulations** section to be waived: \_\_\_\_\_
3. **Position of the bargaining unit.** (**Important Note:** This item may or may not apply to your First Time Waiver request. (check the specific regulation) However, even if consultation with the bargaining unit is not specifically required, you may still wish to consult. For Renewal Requests, it is not necessary to consult unless conditions have changed and it has become a controversial issue).
- Does the district have any employee bargaining units? ☐ Yes ☐ No
- Date(s) the bargaining unit(s) was (were) consulted: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
- Name of bargaining unit person(s) consulted: \_\_\_\_\_
- The position(s) of the bargaining unit(s) was/were: ☐ Neutral ☐ Support ☐ Oppose (Please summarize below.)
- Comments (if appropriate):

**PART II. RATIONALE AND DESIRED OUTCOME**

**(PLEASE BE AS SPECIFIC AND CLEAR AS POSSIBLE, YET BRIEF, WHEN ANSWERING THE FOLLOWING:)**

1. **Section to be waived.** Section # \_\_\_\_\_. If the request is to waive a portion or section(s), type the text of the pertinent sentence of the law, or those exact "phrases" requested to be waived. Do not attach photocopies.

**SPECIFIC WAIVER REQUEST**

SW-1 (7/98) Page 2

2. **Summary of the Education Code, California Code of Regulations section, or portion to be waived.** (Please summarize the meaning, in plain language of the Education Code or California Code of Regulations section to be waived.)

3. **Desired outcome/rationale.** (State what you hope to accomplish with the waiver. Describe briefly the circumstances that brought about the request and why the waiver is necessary to achieve improved student performance and/or streamline or facilitate local agency operations.)

**4. For a Renewal Waiver Only, District also must certify:**

True	False	
<input type="checkbox"/>	<input type="checkbox"/>	The facts which precipitated the original waiver request have not changed.
<input type="checkbox"/>	<input type="checkbox"/>	The remedy for the problem has not changed.
<input type="checkbox"/>	<input type="checkbox"/>	Members of the local governing board and district staff are not aware of the existence of any controversy over the implementation of this waiver or the request to extend it.

Renewals of Specific Waivers must be submitted **two months before** the active waiver expires. The local governing board must approve the renewal request. Because the district certifications above assure the State Board that there is no evidence of controversy associated with the waiver's renewal, it is not necessary to repeat any otherwise required public hearing. Submit the renewal request **at least two months before the waiver expires** to ensure enough time for action by the State Board before the present waiver expires. Retroactive waivers must go through the First Time Waiver Process.

District Certification--*I hereby certify that the information provided on this application is correct and complete.*

Signature of Superintendent or Designee

&gt;

Title:

Date

Signature of SELPA Director (only if a Special Education Waiver)

&gt;

Date:

**FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY**

Responsible Office

Guidelines:

☐ Met

☐ Not Met

☐ Don't Exist

California Department of Education Recommendation: ☐ Approve ☐ Deny

Staff (Type or print)

Staff (Signature)

&gt;

Date:

Unit Manager (Type or print)

Unit Manager (Signature)

&gt;

Date:

Division Director (Type or print)

Division Director (Signature)

&gt;

Date:

Deputy (Type or print)

Deputy (Signature)

&gt;

Date:

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## INSTRUCTIONS FOR PREPARING A STATE BOARD OF EDUCATION SPECIFIC WAIVER REQUEST (First Time or Renewal)

**Specific Waivers.** This type of waiver is expressly authorized as part of a statute. Check the Education Code sections immediately preceding or following the particular section you wish to waive for the specific authority Code section. It usually does not require community involvement (public hearing) and may require consultation with a relevant union, council or committee. Examples of specific waiver authorities are found in the School Based Coordination Act (E.C. Section 52863) and Professional Staff Development Program (E.C. section 44670.7).

**IMPORTANT:** Indicate by (x) in the box on the top of the form the type of Waiver requested:  
**First Time Waiver or Renewal Waiver.**

### **IDENTIFICATION INFORMATION:**

**CDS Code (7 digit) -** code number identifies the district or county office of education and can be found in the *California Public School Directory*. It is printed before the listing of each district and county office of education.

**Local Educational Agency (LEA) -** Only school district governing boards, county boards of education and county offices of education are eligible to request specific waivers from the State Board of Education. For special Education Specific waivers only, a SELPA also may request the waiver. Nonpublic Schools or Agencies may not apply, a district or SELPA must sponsor them.

**Contact -** list the name of the person who is most knowledgeable about this waiver request, which may be the person completing the form. California Department of Education staff frequently must call for additional information and questions about the waiver contents. Please include the telephone number and extension if appropriate.

**Address, City, State, Zip, Phone -** complete address and the phone number (include extension number, please) of the LEA making the request.

**Period of Request -** Generally, this is established by the language of the authorizing law. For example, Education Code section 52863 has a two-year limit. Some topics have State Board of Education guidelines that restrict them to one year. Specifically indicate: month/day/year.

**Local Board Approval Date -** State the date that the local School Board approved this waiver request.

### **PART I. LEGAL CRITERIA**

- 1. Authority for the Waiver.** Indicate the type of waiver requested, Specific or Special Education.  
*Specific* - The Education Code contains several provisions that authorize districts and counties to request the SBE to waive specific parts of the Code. Such waivers require local board approval and may require consultation with a relevant union, council, or committee. If you are unsure if the item is a Specific Waiver, check the Education Code sections immediately preceding or following the particular section you wish to waive for the Specific Authority or any reference to how to obtain waivers of the nearby section items.  
*Special Education* - All special education waivers also are specific waivers. Some examples include:

E. C. section  
56362 (c)  
56364

Purpose/reason for waiver  
- to exceed the maximum caseload for resource specialist  
- inclusion of Special Day Class students in the regular classroom

- 
- |                |  |
|----------------|--|
| 56362 (c)      | - for Resource Specialist to exceed caseload (28)  |
| 52860, 56364   | - for some special day classes to participate in School-Based  |
| &CCR5 3053 (c) | Coordinated Programs (SBCP)  |
| 56366.1(a)     | - to waive any of the requirements pertaining to nonpublic schools/agencies.                                   |
| 56365 (f)      | - reporting of out-of-state nonpublic, nonsectarian school and agency placements of special education students |
2. **Education Code, California Code of Regulations section or portion to be waived.** Write the E. C. section number(s) and the sentence from the law that states the precise issue you wish to waive or correct.
  3. **Position of the bargaining unit.** (**Important Note:** This item may or may not apply to your waiver request. However, even if consultation with the bargaining unit is not specifically required, you may still wish to consult them if you think the bargaining unit is affected by this waiver request.)

## **PART II. RATIONALE AND DESIRED OUTCOME**

1. **Section to be waived.** Type the text of the pertinent sentence of the law. If only a portion of a section is to be waived, include that portion verbatim, preceded and followed by ("...").
2. **Summary of the Education Code or California Code of Regulations section to be waived.** Summarize the Education Code or California Code of Regulations section to be waived. Please do not copy the language of the law, but restate in your own words what obstacle this section raises for your purposes.
3. **Desired Outcome/rationale.** State as briefly as possible what this waiver will accomplish. Please do not restate the law. Briefly describe the circumstances that brought about this request and why the waiver is necessary to achieve improved student performance and/or streamline local agency operations.
4. **For a Renewal Waiver Only, complete this section of certification to three stipulations to which affirmative answers will allow the waiver to go as a "Renewal."** NOTE: A Renewal MUST be submitted two months before the active waiver expires, or it must be treated as a NEW Specific waiver, requiring the public hearing, collective bargaining unit contact, and review by the Advisory Committee or School Site Council. **Retroactive Waivers (previous years) also must go through the full process for a Specific Waiver.**
5. **District or County certification.** The District or County Office of Education Superintendent or designee is to certify to the accuracy of the information, sign where indicated, and date the request application.

**Important Note:** If a SELPA Administrator is not supportive of the waiver request, a statement of explanation is required. All statements will be considered in the Department's review and recommendation to the State Board of Education. If *no* statement to the contrary is attached, it will be concluded that the SELPA is neutral or supportive.

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## Appendix J:

### AB 64 Education technology.

**BILL NUMBER: AB 64 CHAPTERED 08/19/97**

CHAPTER 326  
FILED WITH SECRETARY OF STATE AUGUST 19, 1997  
APPROVED BY GOVERNOR AUGUST 19, 1997  
PASSED THE SENATE AUGUST 12, 1997  
PASSED THE ASSEMBLY AUGUST 12, 1997  
AMENDED IN SENATE AUGUST 12, 1997  
AMENDED IN SENATE JUNE 25, 1997  
AMENDED IN ASSEMBLY APRIL 14, 1997  
AMENDED IN ASSEMBLY MARCH 20, 1997

**INTRODUCED BY Assembly Members Baca, Aguiar, Mazzoni, Poochigian, and Senators Vasconcellos, Schiff, and Karnette (Principal coauthor: Assembly Member Leach) (Coauthors: Senators Alpert, Ayala, Brulte, Calderon, Costa, Hayden, Johannessen, Kelley, Lee, Leslie, Lockyer, McPherson, Monteith, O'Connell, Polanco, Rosenthal, Solis, Thompson, and Watson)**

**DECEMBER 4, 1996**

An act to add Chapter 8.5 (commencing with Section 52250) to Part 28 of the Education Code, relating to education technology, and declaring the urgency thereof, to take effect immediately.

### LEGISLATIVE COUNSEL'S DIGEST

AB 64, Baca. Education technology.

Existing law, the Morgan-Farr-Quackenbush Educational Technology Act of 1992, expresses its primary mission as ensuring that the procurement and use of technology is clearly guided by the needs of pupils. The Morgan-Farr-Quackenbush Educational Technology Act of 1992 is established to accomplish specific purposes, including providing access to education technology to every learner. The Morgan-Farr-Quackenbush Educational Technology Act of 1992 provides for school-based education technology grants to develop, adopt, or expand existing technological applications to support general education, English acquisition, and non-English-speaking parent education programs pursuant to specified conditions. The Morgan-Farr-Quackenbush Educational Technology Act of 1992 is repealed as of June 30, 1998.

Existing law establishes the Education Technology Grant Program of 1996, to be repealed as specified, for the purposes of awarding technology implementation grants on a 50% matching basis to school districts and county offices of education, as specified, for the wiring of and between classrooms, as specified, and the purchase of hardware and software necessary to utilize telecommunications and information services for instructional purposes.

This bill would establish the Digital High School Education Technology Grant Program of 1997, consisting of one-time installation grants and ongoing technology support and staff training grants, to provide all high school pupils with basic computer skills, to improve pupil achievement in all academic subjects, and to increase collaboration among high schools, private industry, postsecondary education institutions, and community organizations. Matching resources, as specified, would be required to be provided at high schools receiving grants. The Superintendent of Public Instruction would administer the application process, as specified.

This bill would specify the procedure for awarding technology installation grants, for allocating appropriated funds among school districts and county offices of education that operate high schools, and determining the total amount of a technology installation grant. The bill would require that each high school that receives a technology installation grant also receive an annual technology support and staff training grant commencing in the second fiscal year following the year in which it receives the installation grant.

This bill would require specified staff training to include use of computers, networks, software, and other equipment that are part of the installation project and subsequent upgrades and modifications, integration of technology into the curriculum, as well as methods to instruct pupils in the use of computers, networks, software, and other equipment. The bill would require the Superintendent of Public Instruction to annually report to the Governor and the Legislature on the results of the Digital High School Education Technology Grant Program, as specified.

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This bill would provide that it would become operative only if AB 1578 of the 1997-98 Regular Session is enacted and becomes effective on or before January 1, 1998.

This bill would declare that it shall take effect immediately as an urgency statute.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Chapter 8.5 (commencing with Section 52250) is added to Part 28 of the Education Code, to read:

CHAPTER 8.5. DIGITAL HIGH SCHOOL EDUCATION TECHNOLOGY GRANT PROGRAM

Article 1. General Provisions

52250. This chapter shall be known, and may be cited, as the "Digital High School Education Technology Grant Act of 1997." Schools that receive grants under this program shall be known as "Digital High Schools."

52251. (a) The Legislature finds and declares the following:

(1) Computer knowledge and skills are essential for individual success in school and career and for the continued economic prosperity of the State of California.

(2) All pupils in California must be "computer literate" before they complete high school.

(3) Traditional learning is enhanced by appropriate technology.

(b) It is the intent of the Legislature that all high schools in the state become "digital high schools" by the end of the first year of the 21st century and that these schools fully integrate computers, networks, training, and software to achieve computer literacy in all pupils and faculty and to improve academic achievement.

(c) It is the intent of the Legislature that all high schools in California receive a technology installation grant within four fiscal years of the effective date of this chapter and that high schools receive ongoing technology support and staff training grants.

52252. There is hereby established the Digital High School Education Technology Grant Program with the following objectives:

(a) To provide all high school pupils with basic computer skills including, but not limited to, the ability to utilize electronic mail, word processing programs, electronic publishing software, spreadsheet programs, courseware and related software, and Internet search and retrieval tools.

(b) To improve pupil achievement in all academic subjects.

(c) To increase collaboration among high schools, private industry, postsecondary education institutions, and community organizations.

52253. (a) The Digital High School Education Technology Grant Program shall provide one-time installation grants and ongoing technology support and staff training grants to school districts and county offices of education for projects at high schools. In order to receive a grant, the school district or county office of education of a high school participating in the program shall provide a local match that is not less than the amount of the grant.

(b) The local match requirement for an installation grant may be met by providing educational technology infrastructure, including, but not limited to, wiring, cabling, routers, servers, and other equipment specifically acquired and necessary to accommodate educational technology, hardware, and software that meet either of the following conditions:

(1) The resource is acquired as a donation or purchased with funds from any source except funds provided pursuant to this chapter by the school district or the county office of education during the installation phase to implement the plans developed pursuant to subdivisions (e), (f), and (k) of Section 52256. The value of purchased resources may include any finance charges. The donated resources shall be valued at current market value and shall not be counted unless the resources have an expected useful life of not less than five years in the technology plan.

(2) The resource was owned by the school district or the county office of education before development of the technology plan pursuant to subdivisions (e), (f), and (k) of Section 52256, is included in that plan, and is installed in the high school

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before or during the installation phase. The resource shall be valued at current market value and shall have an expected useful life in the technology plan of at least five years.

(c) The local match required for the installation grant may include consultant fees and other contract personnel expenses that are incurred during the installation phase, provided that these expenses are incurred to implement plans for staff training and curriculum development during the installation phase, and provided that these expenses do not include the salaries of teachers, administrative, and classified personnel employed at the school.

(d) The local match required for the technology support and staff training grant may include costs incurred by the school district or the county office of education to maintain and upgrade systems, to support pupil and faculty users, and to provide ongoing staff training at the high school site. These resources may include the salary of a technology coordinator.

52254. (a) Within 90 days of the effective date of the act that enacts this chapter, the Education Council for Technology in Learning established pursuant to Section 51872 shall develop and submit to the State Board of Education project and application criteria and any other necessary program criteria, including the following:

(1) Criteria that shall establish fixed minimum grant levels for small schools.

(2) Match criteria, including provisions for waiver or modification of the match requirements in special circumstances.

(3) Minimum qualifications for installation grant funding.

(b) In developing criteria pursuant to subdivision (a), the Council for Technology in Learning shall seek input from the State Department of Education, the Governor's Office of Child Development and Education, the Department of Information Technology, statewide organizations of computer-using educators, institutions of postsecondary education, and the educational technology industry. All criteria, requirements, and qualifications developed pursuant to this section shall be subject to approval by the State Board of Education. The Council for Technology in Learning may annually review and revise these criteria, as necessary, and resubmit them to the State Board of Education.

(c) All criteria and requirements in Section 52256 shall be neutral with regard to computer manufacturer and technology platform. No project application submitted pursuant to this chapter shall be evaluated or selected based on the applicant's selection of technology manufacturer, supplier, vendor, or platform. It is the intent of the Legislature to promote the broadest possible discretion at the individual high school level with regard to the choice of education technology.

(d) A high school shall receive only one installation grant allocated pursuant to this chapter. Alternative high schools and alternative programs for pupils in grades 9 to 12, inclusive, that include, but are not limited to, continuation schools, opportunity schools, educational centers, community day schools, and special education programs, and are located on the same property as, on a site adjacent to, or across the street from, a comprehensive high school, shall be included, for application and funding purposes, within the comprehensive high school.

(e) Regional consortia established for the purposes of Article 15 (commencing with Section 51870) of Chapter 5 of Part 28 shall provide support and assistance to schools applying for or implementing grants allocated pursuant to this chapter upon the request of the school district or county office of education having jurisdiction over the school. Up to 1 percent of the total amount of funds appropriated for purposes of this chapter may, upon approval of the Department of Finance, be allocated to regional consortia for support and assistance rendered to schools pursuant to this section.

## Article 2. Project Selection and Grant Awards

52255. In any fiscal year in which funds are appropriated for technology installation grants for the Digital High School Education Technology Grant Program, the Superintendent of Public Instruction shall administer the application process for the award of grants as follows:

(a) Six groups shall be created as follows for the purpose of establishing funding categories:

(1) Four groups shall consist of all unified and high school districts in the state, that have a total district enrollment in grades 9 to 12, inclusive, in October of the prior fiscal year, of more than 200 pupils. The school districts shall be grouped into quartiles based upon the districts' enrollment in grades 9 to 12, inclusive, in October of the prior fiscal year, excluding the enrollment in high schools having fewer than 201 pupils, but including the enrollment in any high school having fewer than 201 pupils when that high school is located on the same property as, on a site adjacent to, or across the street from, a comprehensive high school. Each quartile shall include roughly the same number of pupils, but no school district shall be split between quartiles.

(2) Excluding schools having an enrollment of less than 201 pupils that have been included in the enrollment of a comprehensive high school in the quartiles established pursuant to paragraph (1), the fifth group shall consist of schools

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having an enrollment in grades 9 to 12, inclusive, in October of the prior fiscal year, of no more than 200 pupils. Schools operated by county offices of education shall not be included in the fifth group.

(3) The sixth group shall consist of schools operated by county offices of education that enroll pupils in grades 9 to 12, inclusive.

(b) The superintendent shall divide the funds appropriated for technology installation grants in a fiscal year among the six groups on the basis of equal dollars per pupil in enrollment in grades 9 to 12, inclusive, in October of the prior fiscal year.

(c) School districts and county offices of education shall submit eligibility applications for high schools seeking an installation grant to the Superintendent of Public Instruction to determine initial eligibility. A high school shall be granted initial eligibility by the Superintendent of Public Instruction if, in its application, the governing board of the school district or county office of education certifies its commitment to meeting program requirements, including the local match requirements related to a technology installation grant for the high school. This is the only criterion that shall be applied to determine initial eligibility.

(d) (1) Each school district and county office of education shall submit to the Superintendent of Public Instruction, no later than 45 days after the annual Budget Act has been enacted for the fiscal year, a list of schools under its jurisdiction that have met the initial eligibility requirement and an estimate of each listed school's October enrollment for the current year. Schools shall be listed in order of priority for funding. A school district that has schools in the fifth group shall separately list those schools in order of funding priority. Any locally determined method of prioritizing schools, including a random draw, may be used.

(2) The superintendent shall identify from the applicants all schools in each group that meet the initial eligibility requirement. A school district or county office of education may appeal to the State Board of Education, on behalf of a school, a disapproval of initial eligibility.

(e) Within each of the six groups and from all school districts and county offices of education that have schools that have been granted initial eligibility, the Superintendent of Public Instruction shall select school districts or county offices of education for funding eligibility by random drawing, one by one, until all funds available for allocation within the group are allocated, except that 5 percent of the funds shall be held in reserve and not allocated until the October enrollments have been certified. In making the random selection within groups, school districts and county offices of education shall be weighted according to the number of schools on their priority lists of initial eligibility. Funds shall be allocated to schools in accordance with the priority list submitted by the school district or county office of education. The amount of funds allocated to a school shall be based on current year enrollment and as determined pursuant to Section 52260 and criteria established pursuant to Section 52254.

(f) Schools selected pursuant to subdivision (e) to be eligible for funding shall have funds set aside for them to be allocated based on final approval by the State Board of Education pursuant to subdivision (h). Schools that are eligible for funds shall receive those funds only if the requirements of subdivisions (g) and (h) are met.

(g) Each school selected pursuant to subdivision (e) to be eligible for funding shall develop a project application as required pursuant to Section 52256 and in accordance with criteria developed pursuant to Section 52254. Upon request by a school district or county office of education, the existing technology regional consortia or the State Department of Education, or both, shall provide technical assistance to school districts and county offices of education in the development of their initial eligibility and project applications. The regional consortia shall review and comment on the application submitted by the schools in their respective regions within 30 days of the date that it is submitted by the school. The school shall submit its application, with changes based on the comments of the regional consortia, to the Education Council for Technology in Learning. The application shall also include a certification by the governing board of the school district or county office of education that a majority of the certificated staff of the high school indicate their support for participation in the program established by this chapter.

(h) (1) Within 30 days of receiving an application from a school, the Education Council for Technology in Learning shall make a recommendation to the State Board of Education on whether to fund the application. If the council does not submit a recommendation to the board within 30 days, the school may submit its application directly to the board. If the council makes a recommendation that the application should not be funded, the council shall include the reasons in writing along with its recommendation.

(2) Within 30 days of receiving the recommendation from the Education Council for Technology in Learning or at its next regularly scheduled meeting after those 30 days, the State Board of Education shall make the final determination that a school's project application, submitted pursuant to subdivision (g), substantially meets the requirements of Section 52256 and the criteria developed pursuant to Section 52254 and that it shall be funded.

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(3) The State Board of Education shall provide an applicant whose application has not been recommended for funding an opportunity to address any reasons given by the Education Council for Technology in Learning for that negative recommendation.

(i) If funds are available after the determinations made by the State Board of Education pursuant to subdivision (h), the procedures in subdivisions (e) to (h), inclusive, shall be followed to allocate the available funds and that process shall be repeated until all funds available in each fiscal year are exhausted.

(j) If the amount of funds appropriated for installation grants is insufficient to fully fund the last school chosen in a group for which any funds are available, the unfunded portion shall be funded first when any additional funds become available for installation grants.

### Article 3. Project Applications

52256. Project applications shall include, in addition to criteria established pursuant to Section 52254, at a minimum, the following:

(a) A description of the computer knowledge and skills that will be taught to all pupils in the high school.

(b) A description of how the school will ensure access to education technology for all disabled pupils, including the visually impaired and the blind.

(c) An explanation of how the school will make technology integral to curriculum, instruction, and assessment, helping teachers to individualize the learning process.

(d) A description of the academic content and skills that will be taught using electronic technology.

(e) An explanation of how the project will integrate existing hardware and software in the high school with new hardware and software purchased through this project.

(f) A list of the hardware and software specifications and the infrastructure needs of the campus.

(g) A description of the role of private businesses, postsecondary education institutions, parents, the community, and other interested parties in developing and supporting the plan.

(h) An explanation of how the school will work collaboratively with the private sector and institutions of higher education to design, develop, and distribute interactive multimedia instructional materials over local- and wide-area networks, including the Internet.

(i) Objectives and plans for staff training and curriculum development during the installation phase and for ongoing staff training.

(j) Plans for ongoing system support and development.

(k) A comprehensive project plan, including an explanation of how the project will assure linkages to higher education segments, assurances that the electronic equipment will be compatible with state-level standards, and a project budget containing one-time and recurring costs and matching resources.

(l) A plan for evaluating the effectiveness of the project in meeting the goals related to computer knowledge and skills and academic achievement.

52257. For the purposes of the Digital High School Education Technology Grant Program, "school district" includes charter schools established pursuant to Part 26.8 (commencing with Section 47600) that meet the requirements of this chapter.

### Article 4. Technology Installation and Technology Support and Staff Training Grants

52260. (a) Each technology installation grant shall provide three hundred dollars (\$300) per pupil in enrollment in grades 9 to 12, inclusive, at the high school, as determined in October census in the fiscal year of the first year of the technology installation grant or a fixed minimum grant as established for small schools. However, no school shall receive more total funding than is matched locally, except when the match requirement has been modified or waived pursuant to Section 52254.

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(b) Funds for grants and matching funds for each high school shall be expended in accordance with the application approved by the State Board of Education pursuant to Section 52254. The installation project plan shall include staff training and curriculum development by school faculty.

(c) Funding for the purposes of this chapter shall be contingent on an appropriation made in the annual Budget Act or an appropriation contained in another measure.

52261. The match requirement, pursuant to Section 52253, may be waived or modified pursuant to criteria developed pursuant to Section 52254.

52262. (a) Commencing in the second fiscal year following the year in which a high school receives a technology installation grant, and upon certification of completion of the installation project, the superintendent shall allocate to each high school an annual technology support and staff training grant. This grant shall provide up to forty-five dollars (\$45) per pupil enrolled, in grades 9 to 12, inclusive, as of the October census in each fiscal year. However, no school shall receive more total funding than is matched locally, except when the match requirement has been modified or waived pursuant to Section 52254. Funding for the purposes of this section shall be contingent on an appropriation made in the annual Budget Act or an appropriation contained in another measure, and, if funds are insufficient to provide full funding, shall be proportionately reduced.

(b) Grant funds and matching funds shall be spent to maintain and upgrade systems, to support pupil and faculty, and to provide ongoing staff training.

52263. Recipients of technology support and staff training grants shall provide a local match pursuant to Section 52253 for the grant that is not less than the amount of the grant, unless the match requirement is waived or modified pursuant to criteria developed pursuant to Section 52254.

#### Article 5. Staff Training and Program Evaluation

52264. The Legislature finds and declares that an essential element in creating Digital High Schools is staff training. Therefore, it is the intent of the Legislature to provide funding for both initial and continuing teacher training to provide teachers with knowledge and skills they need to integrate technology into the curriculum and to adapt it to instructional strategies.

52265. Staff training funded pursuant to Section 52262 shall include, but is not limited to, training on the following:

(a) Use of computers, networks, software, and other equipment that are part of the installation project and subsequent upgrades and modifications.

(b) Integration of technology into the curriculum.

(c) Methods to instruct pupils in the use of computers, networks, software, and other equipment.

52266. The Superintendent of Public Instruction shall report annually to the Governor and the Legislature on the results of the Digital High School Education Technology Grant Program. To prepare this report, the State Department of Education shall include among its activities the following:

(a) Coordination of the local evaluations required pursuant to subdivision (l) of Section 52256, so that the data may be aggregated.

(b) Formative and summative evaluations, as appropriate.

(c) Analysis of individual project and aggregate outcomes related to pupil computer skills and knowledge and academic achievement.

SEC. 2. This act shall become operative only if Assembly Bill 1578 of the 1997-98 Regular Session is enacted and becomes effective on or before January 1, 1998.

SEC. 3. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to begin digital high school technology projects at the earliest possible date so that pupils are prepared to compete in the high technology global economy, it is necessary that this act take effect immediately.